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ABSTRACT

Papers presented at the Joint Conference on Assessment as a Tool for Achieving Excellence in Teacher Education dealt with the following questions: (1) What formal instruments do you use to evaluate student growth and development in teacher education programs? (2) How effective are those instruments? (3) What do you do to assess students' personal qualities such as attitudes and commitment to teaching, in relation to what we already know about teacher effectiveness? (4) What do you do to assess the knowledge and skills required by students in your teacher education programs? and (5) How do you evaluate the effectiveness of instruction which takes place in your teacher education program? Small groups discussed the prepared papers and recommendations were summarized in a concluding plenary session in terms of six themes: (1) strategies in designing assessment programs; (2) areas of assessment; (3) assessment techniques; (4) assessment of basic skills; (5) assessment beyond the university experience; and (6) funding for assessment. This monograph includes the full keynote address of the conference, the papers, and closing remarks. (JD)

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STUDENT ASSESSMENT IN TEACHER EDUCATION

SP 028 635

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PREFACE

The Florida Institute of Education believes that improvements in public and private schooling in Florida are inextricably linked to improvements in teacher education. Much of the former depends on the latter; and it is unwise to think that the grade schools can be reformed without looking at the programs that train their teachers.

To help Florida produce the excellent teaching force it needs and wants, the Institute has been serving as a catalyst in the collaboration process as state agencies work to address issues related to quality in teacher education. In 1984, for example, the Institute joined the Board of Regents in co-sponsoring a conference to consider the condition of teaching in Florida. Nationally known and highly regarded speakers with expertise in teaching policy and reform were featured. Attendees represented Florida's educational leadership and state and local government policy-makers. Conference proceedings were subsequently published and disseminated in a monograph entitled **Agenda for Renewal: Proceedings of the 1984 Conference on the Future of Colleges of Education.**

Also in 1984, the Institute collaborated with the University of North Florida Center for Studies in Education (UNFCSE) in inviting all of Florida's colleges and universities with approved teacher education programs to address a common concern: How should Florida's teachers be educated? The responses were then highly publicized in another monograph, **Teacher Education in Florida: Models and Prospects.**

In March, 1986, the Institute again joined the UNFCSE to convene a conference on teacher preparation in Florida. This time, the focus shifted to the role of assessment in producing excellence in teaching. The conference was a response to a charge that Dr. Charlie B. Reed, new Chancellor of Florida's State University System, gave the Institute in August, 1985, when he challenged staff to work to improve teacher education in Florida.

Representatives from Florida's Department of Education and public and private colleges and universities prepared papers for the conference. Dr. Asa Hilliard, Callaway Professor of Urban Education, Georgia State University, set the tone for the event as keynote speaker. Participants met in groups to discuss assessment in teaching and propose model improvements. The Honorable T. Terrell Sessums, Chairman, Board of Regents, provided closing remarks.

This monograph summarizes the proceedings of the conference and includes the keynote address, papers and remarks prepared for it. Thematically, the document serves to describe "where we are," "where we should be," and "how to get from where we are to where we should be" in student assessment.

In **Involvement in Learning: Realizing the Potential of American Higher Education**, the National Institute of Education study group underscored the potential of assessment to clarify expectations and increase student involvement when it recommended "that faculty and academic deans should design and implement a systematic program to assess the knowledge, capacities and skills developed in students by academic and co-curricular programs."* It is rewarding for the Institute to prepare a document showing how this recommendation is being implemented in Florida. We are indeed grateful to everyone who helped to assemble it: the Honorable T. Terrell Sessums, Dr. Asa Hilliard, III, the authors of the papers, all the conference participants, and Professor Bette Soldwedel and Dr. José R. Rosario for their herculean efforts in organizing the conference and preparing the monograph.

Andrew A. Robinson, Director
Florida Institute of Education
Dean, University of North Florida
College of Education and Human Services

*Study Group on the Conditions of Excellence in American Higher Education. **Involvement in Learning: Realizing the Potential of American Higher Education.** Washington, D.C.: National Institute of Education, October, 1984, p. 55.

I

SUMMARY OF CONFERENCE AND PROCEEDINGS

ASSESSMENT AS A TOOL FOR ACHIEVING EXCELLENCE IN TEACHER EDUCATION

The conference on "Assessment as a Tool for Achieving Excellence in Teacher Education" began with a call for papers. On October 1, 1985, Dr. Andrew A. Robinson, Director of the Florida Institute of Education and Dean of the College of Education and Human Services, University of North Florida, wrote to all deans and directors of teacher education programs in the State of Florida, inviting them to address the conference theme. In his letter, he suggested that written papers be prepared on such questions as the following:

- What formal instruments do you use to evaluate student growth and development in teacher education programs?
- How effective are those instruments?
- What do you do to assess students' personal qualities such as attitudes and commitment to teaching, in relation to what we already know about teacher effectiveness?
- What do you do to assess the knowledge and skills required by students in your teacher education programs?
- How do you evaluate the effectiveness of instruction which takes place in your teacher education program?

Twenty educators representing thirteen private and public institutions in Florida responded to the call:

- John A. Armstrong and David J. Mealor, University of Central Florida
- Janet Chitwood, St. Thomas University
- Linda R. DeTure, Rollins College, and Bruce Long, Florida State University
- Beatrice Finn, Edward Waters College
- Bruce Gutknecht, Cheryl Fountain and Mary Grimes, University of North Florida
- Roy A. Hoffman, Florida Atlantic University
- Frederick T. Milton, Florida Department of Education
- Robert F. Moore, University of Miami
- Molly Ransbury and Kathryn Watson, Eckerd College
- G. Pritchy Smith, University of North Florida
- Robert Soar and Robert C. Carroll, University of Florida
- Melvin G. Villeme, University of South Florida
- Pat Wentz, University of West Florida

The papers, describing current efforts to ensure that preservice teachers met standards of excellence, formed the heart of the conference, which was convened on the University of North Florida campus on February 14, 1986. About 100 educators from Northeast Florida were invited to participate (see Appendix I).

A nationally-recognized authority on assessment, Dr. Asa G. Hilliard, III, Callaway Professor of Urban Education, Georgia State University, accepted an invitation to serve as the conference keynote speaker.

In advance of the conference, twelve small groups were formed from among the pre-registered participants to include the author of a paper, UNF faculty from both the College of Education and the College of Arts and Sciences, participating students and alumni from the University of North Florida, and faculty from other institutions of higher education in Northeast Florida. UNF College of Education and Human Services faculty served as group leaders.

Papers were duplicated, and two were sent to each of the small group members prior to the conference. During the conference, participants were asked to identify five "top priority" recommendations to guide assessment procedures in the State of Florida.

In addition, as small groups addressed the prepared papers, Dean Robinson convened a group including deans and directors of teacher education programs. This group considered issues contained in the paper submitted by G. Pritchy Smith, Chairperson, Division of Curriculum and Instruction, UNF College of Education and Human Services. His paper was entitled "Competency Testing: Excellence Without Equity."

The recommendations resulting from the small groups were summarized in a concluding plenary session in terms of six themes:

I. Strategies in Designing Assessment Programs

(1) Educators should move slowly in adopting new assessment tools and in building programs around them. Slow and deliberate efforts must not be misunderstood as opposition to assessment. Rather, they must be interpreted as the only sound route to valid assessment.

(2) There should be development of a network of teacher education programs across the state to provide professional development on the theme of assessment.

(3) There should be on-going assessment programs underlying the overall teacher education programs as opposed to placing emphasis on assessment as required exit activities.

(4) Qualitative and quantitative means and systems of assessment should be continuous and regularly upgraded and refined.

(5) There should be entrance as well as exit assessment systems.

(6) Assessment should be systematic and on-going.

(7) External demands for standardization tend to skew perspectives, time and process. Assessment of teacher education students is an internal issue that should redirect perspectives.

(8) More emphasis needs to be given to assessment methods which foster collegiality among the faculty rather than competition. The same thing is true among teacher education programs: assessment that fosters collegiality and not competition.

(9) Assessment of programs, departments or school efforts which are characterized by cooperation and shared effort will contribute more to the achievement of excellence.

(10) There needs to be a greater element of teamwork in the assessment process: faculty members, directing teachers and students.

(11) Involve the local education agencies in program development and assessment designs.

(12) There needs to be commitment to and input into the teacher education program and assessment system by all faculty within a university. That includes Arts and Sciences faculty as well as education faculty.

(13) A University itself must model "assessment for excellence."

(14) Assessment strategies should emphasize the identifications and matching of the teaching/learning styles of the students and the teachers.

(15) Assessment systems must be revised to validly identify candidates who are likely to succeed and candidates who are likely not to succeed.

(16) Persons charged with evaluating teachers must be trained in student outcome assessment methodology.

(17) Teacher education students should be required to experience elementary, middle and high schools early in their programs. By incorporating these experiences in an assessment program, students will be better equipped to evaluate their selection of teaching as an occupation.

(18) Some issues that need to be addressed in designing assessment programs include the faculty perspectives of traditional delivery systems versus diagnostic process systems.

(19) Whatever the ultimate design of an assessment system, the requirements to which teacher education program participants must adhere should be mandated as well for those students who choose "add-on teacher certification."

(20) A mechanism should be established in the design of assessment programs to systematically incorporate the findings of evaluations into teacher preparation programs. This is necessary for on-going program development.

(21) There should be support for additional research to expand the body of knowledge of assessment techniques. From this research, special models for particular areas could be designed (i.e., humanities models, vocational skills models and models for physical education).

II. Areas of Assessment

(1) The profession needs to agree on criteria for evaluating both content and process.

(2) Before assessment for teacher education programs are designed, an important question needs to be resolved: Do we assess teacher performance or pupil performance?

(3) Academic and professional standards for assessment need to be redefined more precisely.

(4) There should be agreement on a common body of knowledge to require of pre-service teachers so that skills and competencies can be assessed.

(5) Assessment must achieve a better balance in measurement directed to both the teacher and the learner. Longitudinal studies are necessary for the effective measurement of learning.

(6) There should be sufficient support for long term research to assess the validity of the Florida Performance Measurement System. Additional studies are needed in which pupil achievement variables are correlated with the generic teaching competencies.

(7) Frequently only cognitive knowledge is measured in assessment systems. We should further refine the definition of effective teaching to include affective and psycho-motor skills. This should include social and emotional development, group climate and group cohesion, as well as socialization.

(8) Since most students arrive at the teacher education program with the misconception that they already know a great deal about teaching, there should be a diagnostic pedagogical analysis of the student's ability to teach. This analysis should be conducted at the initial entrance phase of the teacher education program.

(9) There should be more emphasis on the teachers' ability to diagnose, synthesize and analyze information and to do problem-solving.

(10) More emphasis should be devoted to assessing the impact of the school climate and other variables known to influence learning. Too much current assessment seems to assume that measuring teaching alone is adequate assessment.

(11) Both elementary and secondary teachers need subject content and human relations skills training. Assessment of both should be a part of evaluation.

(12) Assessment needs to be performance-based and tied more directly to field work in two ways: pedagogy and student outcomes.

(13) There is a need for more investigation into the personality of teacher education candidates. Individuals need to know themselves.

(14) There is a need to expand on the research base of the Florida Performance Measurement System so that assessment can include personality characteristics, self concept, and leadership styles.

(15) There should be more consideration given to the GRE, GPA and other statistical data. The affective qualities related to teaching potential need to be expanded.

III. Assessment Techniques

(1) To teach process and skills, students should clinically assess master teachers through the use of video tapes (modeling).

(2) High technology, such as video observation and analysis, should have a place in better assessment efforts.

(3) More frequent opportunities for students to self assess their classroom management skills should be provided.
(4) The use of video-taping as a means of student self-analysis and self-assessment should be increased.
(5) A uniform test should be provided to ensure that all sections of a given subject area provide the essential competencies that students are expected to demonstrate. This will ensure that there is an articulated program at any level in the teacher preparation process.
(6) Teacher educators should review the variety of models that exist to examine the advantages and disadvantages of each and adopt techniques that seem to work to improve their own model.

IV. Assessment of Basic Skills

(1) Assessment activities related to basic skills of undergraduate teacher education majors should be conducted as soon as students are identified as actual or potential education majors.
(2) Students should be assessed in the area of basic skills as soon as they enter teacher education programs. Their strengths and weaknesses should be identified. Remediation where necessary should take place immediately and before the student is allowed to continue in a teacher education program.
(3) Better ways to determine a student's ability to write compositions should be identified.
(4) Basic skill assessment activities should be coordinated with specific developmental skills courses. As students complete the assessment requirements, they should be placed, when appropriate, in a specific developmental program.

V. Assessment Beyond the University Experience

(1) Schools that are analogous to teaching hospitals should be established. In these schools, graduates will begin their career under supervised practice.
(2) School systems must correct the practice of assigning beginning teachers to the poorest schools where they will be teaching the most difficult students.
(3) Colleges of education should have the financial support and the authority to participate in the assessment of the teacher education graduate by the local education agency during the first year of the graduate's employment.
(4) Programs of teacher education need to systematically follow up student teachers at regularly established intervals. Examples would be after three years and then again after five years of teaching.

VI. Funding for Assessment

(1) There should be recognition and funding support for assessment programs. Recognition of the importance of assessment efforts and financial support are the keys for improvement of student assessment.
(2) Improvement of assessment strategies and assessment program development should be facilitated through financial support. There has been a tendency to take the easy, low cost route with regard to assessment. Effective assessment methods will come from long and probably expensive research and experimentation. Effective assessment, like all progress, requires adequate funding. Quick-fix, low budget approaches have little chance of providing assessment tools which will contribute toward excellence in teacher education.

In the sections to follow, we include in full the keynote address, the papers and the closing remarks prepared especially for the conference. These will contextualize the conference themes and recommendations just summarized.

II

KEYNOTE ADDRESS

FROM HURDLES TO STANDARDS OF QUALITY IN TEACHER EDUCATION ASSESSMENT

Asa G. Hilliard, III
Callaway Professor of Urban Education
Georgia State University

I am very pleased and honored to be here and to have been asked to serve as keynoter for this conference. I know that many of the people in this audience could have been asked to perform this service for you. I am also pleased because you represent a select group—teacher educators of the state of Florida in the process of wrestling with some of the important assessment issues that are troubling the nation at this point.

I like the topic that I was asked to address: "the use of assessment as a tool for producing excellence in teacher education." I like it because much of the dialogue about **assessment** is really limited to a dialogue about standardized testing. Much of that dialogue has to do with such things as "bias" and "validity," and it takes place in an arena of legal and public policy confrontation, where there is a great deal of heat and no light. And to be able to consider these things outside of that arena and change the traditional discussion and hopefully raise some issues that we all know about, from a slightly different perspective than you may have expected, is something to appreciate.

To get into the substance of what I have to share with you, I would like to start by highlighting a few things that I call "givens" in the field of teacher education. These "givens" are important to us because they affect what we do in testing and assessment, especially in teacher education.

"Givens" in Teacher Education

First, let me call your attention to an article in **Education Week**, October 16, 1985, which reported that representatives from more than thirty national and state organizations, colleges of education, and local school systems met for a national summit on teacher education and certification. The sponsors were the U.S. Education Department, the National Center for Educational Information and the American Enterprise Institute. That group of people concluded that **professional knowledge in teacher education remains undefined!** So as of 1985, there was, in effect, no common agreement on what constitutes the body of professional knowledge in teacher education. This, of course, should not come as a surprise to anyone who has attempted, as we did at Georgia State, to develop as a common syllabus for multiple sections of a course in Foundations, which required general faculty agreement for an interdepartmental course.

We had faculty from all across the College of Education attempt to agree on what should be the content of one single course. After much effort they did develop an excellent course. To my knowledge we only have one course in the college like it. It was an incredibly difficult task to develop the course. However, the faculty finally did get to a point where they agreed on a common syllabus, required a common textbook and achieved agreement on what ought to be taught. Such examples highlight the state of our present agreement about what constitutes the core of information that teachers ought to have. In short, there is little or no general agreement at this time. This has an effect on the possibility for creating precision measurement instruments in the area of professional education.

To my knowledge, there has been no equivalent group to meet and look at the academic programs for teachers. The same thing would undoubtedly hold true of the academic program. It would be difficult to identify the common core of content that would be required in biology, history, or even mathematics. In fact, professors are known to be jealous in guarding what they call "academic freedom." I think it's a misuse of the concept of academic freedom, by the way.

Initially, academic freedom meant the right, obligation, and duty of a professor to tell the truth without fear of persecution. It has come to mean something else, more like license, to teach whatever one wants to teach, whether or not it is important or even valid.

But, be that as it may, under the guise of "academic freedom," many of us protect ourselves from inquiry into the content of course work that is required of teachers. The situation may even be worse in academic areas, than in the professional area, as far as general agreement on content. Yet, these are two areas where we should have something to say, with some degree of precision, about what teachers should know. These, then, are two givens: (1) professional knowledge is undefined, and (2) academic knowledge is no better defined in many cases.

A third given concerns some misleading beliefs about the nature of the field where teachers practice. In professional education, we have evolved to a point where there's almost an unspoken agreement about a differentiated pedagogy that you teach gifted children one way, average children another way, and retarded children a different way.

Recently, I had a chance to serve on a panel of the National Academy of Sciences looking into the question of child placement in special education. The report from that panel, **Placing Children in Special Education: Strategies for Equity,** examined whether or not there really are, in fact, three or more distinct teaching treatments. The empirical research shows that there is no way at this point to identify a standard way of teaching in regular classrooms. Neither are there different ways of teaching children in special classrooms. Whether you look in a gifted classroom, a retarded classroom, or in a so-called "regular classroom," you will find teachers essentially doing the same thing, or unkindly, not doing a common thing. So whatever our **beliefs** may be that have caused us to organize college of education curricula in the way that we have, present practice in the field is not such that an independent, unbiased observer can find differentiated pedagogy in classrooms.

Fourth, we could say a good deal about the state of the art in assessment, but as I indicated earlier, much of what happens in assessment in teacher education boils down to paper and pencil, multiple-choice, standardized testing. They are used at certain pivotal points, such as **admissions** to teacher education, to measure **exit** competencies of teachers and so forth. Such paper and pencil tests leave out many of the very things that we say interest us most.

Basically, there are problems with the state of the art in assessment, such that it is difficult to use traditional, standardized mass produced assessment approaches to get at those things that we think are most important about teaching.

A Crossroads in Assessment: Custodial versus Remedial

I would like to point out that we stand now at a kind of crossroads in assessment similar to the crossroads faced by people in the area of mental measurement. Right now, for example, in IQ assessment, we have inherited an almost 70 year old tradition which has allowed for and encouraged the development of certain kinds of test instruments, based on **assumptions associated with what I call custodial care in schools.** In other words, the fundamental aim of the kinds of schools we have created to date is to provide custody for several "types" of students. Those custodial schools are based on certain assumptions about the general population. It is assumed that the general population can be divided into three main groups. The gifted, the average and the retarded groups can be selected and placed in categories for **special school treatment.** That's what I call the custodial model.

The custodial model makes an assumption about assessment. It assumes that the main goal of testing is to assess the **status** of students to find out what they can do right now in order to **rank** them. In this type of assessment, what is of interest is how a given student's performance **compares to other students.** The purpose of that information is to assist in deciding how to move students into the school and offer instruction at their level.

A competing model has been emerging outside the United States, and now there is growing interest in it. This model suggests that we don't have to be satisfied with the learning that a student brings to the classroom. We can, through professional efforts, change significantly the academic

achievement outcome that would otherwise have been predicted from standardized IQ or achievement tests. I call that the **remedial model.**

The remedial model is based on a different assumption than the custodial model.

The remedial model assumes that what is of interest to the assessor is not the present **status** of the student at all, but the **process** by which the student is attempting to solve a problem. This calls for the development of a different kind of assessment tool. If you want to see the learner's **process** rather than to see the learner's **status** or **rank,** you have to do things a little bit differently. The remedial model focuses on the **problem profile** of students rather than on their **normative rank.** That is, it calls for a **map of the difficulty territory.** The goal of assessment is to use this map to pinpoint processing problems. The application of the map of the difficulty process enables us to determine **why** the person is having trouble not **where the person ranks** with respect to someone else. The goal is to **change** what we see, not to adjust or adapt to what we see.

I suggest that a parallel problem exists in the area of assessment in teacher education. We could look at students who come to be admitted to programs of teacher education as if they really had no possibility of changing their achievement levels—that the ones who are going to "make it" are already known to us, and that the ones that are not going to make it could be discovered through paper and pencil multiple choice testing. We then use the instruments of assessment to find those who, at the beginning, can do what it is that we expect them to do, without taking a look at what would be a second possibility.

But our role as teacher educators is to **make sure that assessment predictions do not come true, to make sure that predictive validity is destroyed.** One is very happy in the first model with high predictive validity. One is very unhappy in the second model, however, with high predictive validity. The goal of the second model is destruction of predictive validity. That is, the people we want to succeed are those we thought might fail. That is what we would call success in teacher education. There is no reason for us not to be able to serve all students so that they can meet criterion standards expected in sound academic programs.

From Hurdles to Standards

There is a major problem for us in teacher education as we think about the role of assessment in producing excellence in teacher education. When we say excellence in teacher education, we have to think about whether we are using the right **criterion.** As we use assessment, do we look at the whole expected performance of the teacher, including such things as parent consultation, professional presentations, etc.? Do we look only at the academic achievement of their students when we talk about excellence? Do we use another kind of criterion to determine excellence? Do we look at **arbitrary fragments** of teacher performance and at normative behavior for teachers? Let me see if I can make this a bit clearer. To me, the ultimate criterion for determining the success of a teacher education program is that **the graduates of those teacher education programs are able to produce high levels of academic success for the children that they serve.** In other words, it's the child's behavior, **the child outcome criterion** as opposed to the teacher performance on a standardized test criterion, that is important. What we happen to be most interested in, or appear to be, because it's easy to get data and cheap to administer and score, are arbitrary fragments of the teacher's behavior, such as selected, cognitive knowledge. We seem interested most in how the teacher stacks up on arbitrary cognitive knowledge when compared to other teachers without ever asking whether people who make the top rank on cognitive knowledge perform better than others in helping children meet school objectives.

So I'm suggesting that there is a criterion problem we have to solve. I would argue for the primacy of child outcomes. That is, we can show that we are excellent in teacher education when we can show that our graduates teach children in a way that their children's behavior is excellent. Until we collect data on those kinds of things, we will not have the position from which we can examine meaningfully what we do in the teacher education program. What we will be left with is the **confusion between standards and hurdles.** Standards are those kinds of indices that tell us how close we are to operating in ways that our products produce good products. Hurdles,

on the other hand, are simply **arbitrary** sets of questions or exercises that may not be connected in any way to that criterion.

We may also confuse the value of productivity and prediction. A productivity index refers to the production of those teachers who can, even with low entering paper and pencil test scores, ultimately perform high on exit criteria which are linked to student achievement. Prediction, on the other hand, has to do more with whether or not we can pick competent teachers on day one. These are students who, given no changes in the quality of teacher education, will rank at certain predicted places on the last day of training just as predicted. We do have fairly good ways to predict what will happen to students **if nothing changes** in our teacher education programs, or if we are unable to assist them in ways that I think are beneficial. For example, if I take the question of standards and hurdles or productivity and prediction and look backwards at some of the things that have happened in the production of quality black teachers, we will see that good teacher education can help low scoring students to become excellent teachers.

I can refer you to Horace Mann Bond and also John Jay, who did retrospective analyses of the origins of black scholars, those that held Ph.D. degrees in Physics and Chemistry, and became famous folk in the world. They found that overwhelmingly, those scholars came from an all black high school, an all black undergraduate school, and earned their graduate degrees from prestigious integrated institutions. Michigan, Illinois and Ohio seemed the most productive states for many of these black scholars. When they asked about the teachers and schools of these scholars, using the achievements of the graduates as criteria, the successful teachers and schools did not turn out to be some of those that would have been identified as great schools, according to their admissions criteria. And so, if we in teacher education are interested in excellence, student achievement is the ultimate criterion that we must use to determine whether we indeed approach that excellence in the end.

Two Types of Assessment

There are two kinds of assessment that we need in teacher education in order to deal with the development of excellence in our program as measured by the ability of our graduates to do well with their students. First, we need evaluations to determine academic content that students should master. It is interesting that as simple as that may sound, it was only after court challenges that we began to get some kind of discipline in the production of content validity for many of our academic achievement tests, such as the school tests here in Florida. Courts had to tell educators that there had to be a match between what was on the kinds of tests that we asked students to take and the kinds of course work that was offered in the schools. If we intend for teacher education students to do well in academic work, and I am one who believes that teachers must, I believe that we must hold them to the highest academic standards. I believe that the **exit standards** in academic work must be equal to the exit standards that could be met by students in any other part of the institution. **But that means we must agree on what the academic content is.** At present we do not do that.

Second, academic excellence can be guaranteed only if we require empirical proof of content validity. Let me clarify what I mean. One of the things that we found as a result of litigation challenging the validity of content in teacher examinations, is that test validity has usually been established by asking the **opinions** of judges. The unfortunate thing about that is that most judges are not in a position to know. When academic colleagues don't even talk to each other about what is contained in their course work, it's a little hard to believe that by magic, they have reached agreement on content as they designed and taught those courses. Moreover, when places like Michigan State University have designed empirical means to determine content validity and have used these means, what they have discovered is there is generally in most national tests of content about a 50% mismatch between what is required on standardized tests and what is usually required in the classroom, if textbook content is a measure of classroom instruction.

Much of that work has been done on public school content and the picture there is dismal. If you have a McGraw Hill reader in Mathematics at the fifth grade level and you compare what

is on the tests by topic to the California Achievement Test, you'll get something like about a 47% mismatch, and after you may have already determined that the test was valid by inspection, by asking experts. And so, I am saying that not only must we agree on content. Also, when tests are developed for the purpose of determining the competency of teachers, they must be judged on the basis of empirical checks rather than opinion checks.

To determine if students are academically excellent, the content that they are being measured on should be appropriate. Content agreement can be achieved if we can overcome the politics of academic disciplines within and between disciplines. More difficult to get is the kind of assessment that would help us to improve teacher education: the assessment that I call diagnostic assessment. What we need is diagnostic excellence. In other words, if we are teacher educators, then we ought to model those things that we want teachers to do. We talk about the fact that we want teachers to diagnose and to assist children. If that is true, then, we have an affirmative obligation to take those teachers who come to us, maybe unready, and make them ready by the end of their time with us. To have a diagnostically excellent system of assessment, requires three particular things.

It requires that we collect process data instead of the status data that I was talking about before. Forexample, you won't find out much to improve teacher education by reading the NTE scores of your graduates. You won't find out much to improve teacher education by reading the admissions test score distributions of your entrants. It's important information. We want to know those things, and we want students to be able to master such objectives. But that won't help us to design teacher educational environments to ensure that the students change and become better than we would have predicted they would have become. It is necessary for teacher educators to develop **maps of the territory of difficulty that our students have** so that we would be able to intervene more efficiently and effectively with those students.

There is a second requirement in diagnostic excellence that is difficult to achieve. There must be valid teacher education pedagogy. That means that there must be something that, when taught to teachers, enables teachers to teach students so that students learn. The best model of that is Dr. Reuven Feuerstein's **Dynamic Assessment of Retarded Performers and Instrumental Enrichment.**

Dr. Feuerstein, over a period of thirty years, conducted clinical observations of learners having difficulty and from that generated a cognitive map that could be split into phases of cognitive acts, with details that describe the precise nature of difficulties that students have in each of these phases. For example, he identified about twenty seven things that cover most of the things that go wrong with learners, in order to target teaching interventions, to remediate them. When he did that, he had success. His model was not just a theoretical model. If you have a sophisticated diagnostic model tied to a valid pedagogy, it is possible to make some predictions about dramatic changes in the academic achievement of children as a result. And this, in fact, is what happened. It is valid pedagogy if you can locate the difficulty and remediate it. Valid pedagogy must exist or diagnosis means nothing.

The third requirement for diagnostic excellence is valid pedagogy for children. We need to have a **valid way to teach teachers.** Equally important, what we're teaching teachers must be **valid ways to teach students.** These are not necessarily the same thing, although they share many principles in common.

Elements of a Model

To make better sense of what I have been talking about so far, let me share with you briefly the elements of a model of valid pedagogy and assessment in teacher education that was developed some years ago by a few of us for the Child Development Associate Consortium, which had been awarded a two million dollar grant to develop a test to test teachers and determine who could be licensed to practice in child care centers.

After two million dollars had been spent, the consortium came up with another multiple choice, paper and pencil standardized test. Luckily, the office of Child Development was amenable to

some suggestions and permitted a few of us to offer them a prototype of an assessment model that might be a substitute for what they were attempting to do. In fact, the model remains in use today.

We saw as important that the focus not be on the present achievement of the students, or the Child Development Associate professional, but on their potential. We wanted to find a mechanism for viewing what they were doing more systematically. To do this, we designed a system that permitted collaborative development of competency criteria between the person to be assessed and the person supervised. This was done in the Child Care Center. Together, they would agree on what would constitute the competencies that had to be demonstrated. We were looking for something other than paper and pencil tests as a way of doing this.

The system also allowed the candidate to develop, over a period of time, a portfolio of proficiency based activities. The candidates would collect concrete evidence of their ability to make changes in the behavior of students. Ideally, this meant video taping their performance. The material had to be live. It had to be about teachers working directly with children. They had to have a product that was about forty five minutes to an hour long. They could also edit the tape as necessary to represent their best performance with children.

Other things could go into the portfolio. But their behavior with children, we felt, was central. We wanted to know whether teachers could maintain order; whether they could get certain concepts across; and whether they could handle interruptions. We could see all these behaviors on the video tape.

Once the prototype tape was made, it would be brought to something like a "doctoral committee." The candidate presented his/her video taped portfolio, people they could work best with. So they had a great deal of control over the video taping and over those people who would ultimately examine them.

In the final analysis it was the team that had to determine whether this was a person who could be trusted with children. But what's important about that is that they were looking at the actual love behavior of the teacher working with children. There are other things, obviously, if you begin to think about it, that would go into the pool of data other than mere video taping. As you know teachers don't only work in classrooms. They counsel parents; they counsel children; they have playground work to do; and they may have to represent the school at professional meetings and things like that. So naturally, we would want other kinds of evidence of satisfactory performance. But the model of **looking at the real thing**, and look at it systematically, is the model we presented to the Child Development Associates Consortium. They picked it but failed to carry it out fully for one reason. Good assessment is costly.

Paying the Cost for Excellence

Now, this is why some of us have criticized standardized paper and pencil tests. It looks as if what we do every time we get to the point where we really want to determine quality, we always go for the cheap way out, and then argue against criticism. It looks as if people don't want to be evaluated. But exactly the opposite is the case. What is wanted is **fair, appropriate** and **valid** evaluation that is tied specifically to the type of tasks that have to be performed. That means that anyone who truly intends to have excellence in evaluation must be willing to pay the cost of that excellence in evaluation. Sometimes it isn't always that much more expensive. But we must not, when we get to the point where it's a question of costs, always go on the side of the cheap model.

There are certain kinds of conditions under which assessment can be a tool for excellence in teacher education. I happen to firmly believe that there must be systematic assessment, that it must be rigorous, and that it must be diagnostic. Then, we can use valid tests for exit assessment. The University of Georgia Developmental Studies Program has shown that remedial teaching works. It is unfortunate that the court case has clouded the fact that this excellent program works. This is not to excuse any violations of rules that may have occurred. That was a separate issue. The key issue from a pedagogical view is that appropriate, well-designed, remedial work can take students who otherwise would fail and move them ahead. If we look at that very closely, we would

have something to be proud of. Unfortunately, I think the whole University of Georgia program is threatened because of the abuses that occurred. People do not look back carefully at the developmental program itself.

So, I'm one who believes that many of the teachers who do fine on day one because of test scores, will not actually be able to do what you think they ought to do. If we're as good as we say we are in teacher education, then, we ought to be able to salvage an awful lot of those students who score low. The fact that we could do that is always attested to by reference to some of the work that I cited earlier by Dr. Horace Mann Bond. In a case that I have been involved with recently in Texas, a paper and pencil entrance exam to a teacher education program was challenged. In order to get into teacher education, students had to take a second test, beyond the regular college admission test. I'm told that the new teacher education enrollment at the institution dropped from about 110 students in teacher education a year ago to about one dozen this past year because of the paper and pencil exam. And I know that many of those students who failed could easily become some of the greatest teachers that you could imagine if they were given the chance. What matters is the exit criteria. That's why data should be collected to certify upon exit that our teachers can do the things that they are supposed to do academically, and that they are also able to do what we say they can do professionally.

Currently, we're using paper and pencil tests and we're not doing much evaluation. We are doing a lot of testing and almost no evaluation. We test people to get into college; we test them for teacher education admission; and we test them for certification, sometimes even using the same test. We test them in order to get tenure once they get out in the field. We test them in order to recertify them. We test them in order to accredit the institution, and to determine which institutions can offer teacher education programs. It is a cheap way to evaluate. In fact, it turns out not to be evaluation at all because the content of tests is generally arbitrary, and there is almost no data to indicate that there's any link whatsoever between any of these tests and the ability of teachers to perform in the field with children. And that, I think, is criminal.

One other thing can be said. I recognize that when we are looking statewide, there is wide variation in what happens in the institutions of higher education, and in the way they're supported. But, if you want a common outcome, you have to have common input. When we look at the institutions that are on the bottom in scores, we find faculty who are overloaded and salaries that are low. Frequently if you look at some of the internal factors within the institutions, you could see why it is institutions are not able to produce the kinds of students who score high. If we are interested in quality in teacher education, we must be able to use test scores to answer a whole different set of questions than we've been asking before. We've been using those scores punitively by saying that students who don't earn the scores can't teach or that institutions whose students don't earn the scores cannot continue to prepare students. But we could just as easily use some of that same information to trouble shoot the system to find out what is it that institutions are unable to do, what they are fully capable of doing, and why is it students who are fully able are not doing as well as we would hope.

In conclusion, if assessment is to be a tool for excellence in teacher education, then assessment itself must be excellent. Thank you very much.

III

PAPERS

ASSESSMENT STRATEGIES AT ECKERD COLLEGE

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Creative Arts Collegium and
Professor of Education

Kathryn J. Watson, Chair
Foundations Department and
Assistant Dean for General Studies

Quality programs in teacher education are threatened by many factors, including:

- low professional prestige;
- low teacher salaries;
- the perception that those in control are sexist;
- alternative routes to certification in response to teacher shortages, accompanied by the perception that more and more marginally qualified people will enter the profession;
- publicity about low standards of teacher education programs, poor quality teaching and deplorable behavior in the schools.

In spite of this gloomy picture, the Eckerd College Teacher Education Program continues to exist in a time when many liberal arts colleges have abandoned the education of classroom teachers. Our numbers are small, our methods courses few, and our quality high. The results of our program can best be determined by the professional excellence of our graduates. Assessment of their abilities is conducted in a variety of informal and formal ways.

Assessment Process

Assessment begins before students even enter Eckerd College. We are a private college. Our average SAT score is 1010. Our liberal arts curriculum requires that students pass competency requirements in writing as well as complete courses in science, foreign language, and mathematics. Students must also complete a General Education Curriculum that includes the masterworks of Western culture. Therefore, before prospective education majors ever apply for entrance into the major, they must have accumulated two years of success (as evidenced by a B average) in a rigorous liberal arts academic program. These requirements assure us that only articulate, competent thinkers will apply to our Program. Of course, given the aforementioned drawbacks to the teaching profession, the numbers of bright, competitive, confident and secure young people who consider elementary education as a major are few. According to the Division of Policy Analysis and Research, American Council on Education, the number of bachelor's degrees awarded in education in 1982-1983 declined 28%.

Assessment Strategy I: Entry Requirements for the Teacher Education Program

Assessment begins in earnest when students formally apply to the Teacher Education Committee and request an interview. Prior to the interview, students are required to submit an autobiography, three references, a transcript of all college work as evidence of breadth of knowledge and a B average, and satisfactory SAT scores. This information is distributed to the members of the committee (comprised of the education faculty and one faculty member outside the discipline who has exhibited a strong interest in the preparation of teachers), who then prepare questions for the candidate. During the interview, all written data are considered and subjective impressions are formed about the candidate. We explore such diverse facets as: personal ethics; love

for learning; leisure reading habits; commitment to personal growth; ability to accept constructive criticism; parsimonious use of language and clarity of thought and communication; and sense of humor. The committee then either accepts, defers acceptance, or rejects the candidate. This assessment is not conducted in a perfunctory manner. Students are rejected when there is sufficient reason. Students who are deferred must formulate a plan of action to remedy deficiencies and reapply to the committee. Those students who are accepted, usually in the beginning of the junior year, are scholars with the humane values and ethical commitments that our society has the right to expect in classroom teachers.

Assessment Strategy II: Content and Skill Mastery

Students must master the content and skills of the education discipline. Our courses are sequenced so that each presents a critical component of professional expertise. Each provides data about different facets of students' personal and professional growth.

In addition to various kinds of written work and oral presentations, evaluations in each of these courses includes mid-semester and final examinations. Performance is assessed by both the classroom teacher and the college professor on a twice weekly basis. Some of these evaluations are completed using formal instruments; unobtrusive, impressionistic data are also gathered through classroom visits, interviews, and students' written records of their experiences. Each of the semi-weekly assessments (occurring during the 14-week semester) is followed by a personal conference, wherein the student and faculty member both offer suggestions for improving the lesson. Another source of feedback for students is the peer evaluation. Each student is assigned a fellow-intern as an evaluator. Students observe and critique one another's lessons and make constructive suggestions for changes.

Assessment Strategy III: Mentorship

Faculty at Eckerd College are called "mentors." Mentors are caring guides whose responsibilities include academic program planning, career counseling, and instructional modeling. Education students and their mentors come to know each other well. Students visit faculty in their homes, travel abroad with faculty and spend time with them outside the classroom. This close faculty student relationship provides an excellent opportunity for unobtrusive assessment. Values and attitudes become clear as persons share experiences. Our mentorship program encourages interchange for human growth.

Assessment Strategy IV: Self Report

One of the most recent types of assessment that we are testing is "self reporting." Students complete a global personality test and review the outcomes with an education professor trained in interpreting the instrument. These outcomes describe students' behaviors under favorable and adverse conditions. Students are given opportunities to project their behavior in various classroom dilemmas. This assessment provides ways for interns to link their classroom behaviors with data they have collected about themselves.

Assessment Strategy V: Performance of Graduates

Faculty and students at Eckerd College develop exceptionally close bonds. Correspondence after graduation, verbal and written, is the rule rather than the exception. All program graduates have secured teaching positions. Many have been singled out for meritorious service, teaching excellence and special professional opportunities. Several have followed their original interest in education into such diverse fields as school law, textbook editing, training in business and industry, children's health, counseling, guidance and psychology. Several have become recognized leaders in their home communities.

Assessment Strategy VI: International Awareness

Eckerd College prizes its excellent International Education Program. Students can study abroad for a year, a semester or a winter term. We urge education majors to take advantage of this learning opportunity in a culture other than their own. **All** of our graduates this year will have been abroad as part of their learning experiences at Eckerd. We feel study abroad expands students' world views and, therefore, makes them better teachers.

Summary

Students enrolled in the Eckerd College Teacher Education Program exceed the requirements suggested in **A Nation At Risk.** Our standards are high. Students must demonstrate an aptitude for teaching. All must give evidence of academic competence as well as global sensitivity. We do, however, have ideas for improving our program. We are considering the following:

1. raising the required SAT admission score to 920;
2. placing our students only with classroom teachers identified as "Master Teachers";
3. including within the Elementary Education major a five-course minor track in Reading, Language Arts and Children's Literature; or Social Studies; or Mathematics and Science; or Human Development;
4. establishing special scholarships for talented persons considering teaching as a career;
5. requiring voluntary community projects of each major.

Assessment of education majors at Eckerd College is a cooperative endeavor which begins early, occurs continually, and is predicated on rigor and a strong commitment to excellence. Excellence can only be achieved if students and faculty are mutually committed to high standards and candid assessments leading to personal and professional growth.

TEACHER EDUCATION DIVISION ASSESSMENT PROCEDURES AT EDWARD WATERS COLLEGE

Beatrice Finn
Director of Teacher Education

Due to the diversity of the student population, the formal assessments of all entering students begin when they first enroll at Edward Waters College. The pre-test performances of all new students who have expressed an interest in majoring in the teacher education program are checked and monitored each semester to ascertain their progress. When all exit requirements from the General Studies program have been satisfied, a congratulatory letter is sent to each potential education major. A brief summary of the formal assessment of incoming freshman and new students is discussed below.

The students are pre-tested for placement in the appropriate courses using the **California Achievement Test, Form C** (CAT). Upon completion of one semester's work, the students are given a post-test using the same form of the **California Achievement Test.** The students pre/post-test results are compiled to determine the difference. This information provides the academic advisors with an objective report of individual growth for each students. On an average from one semester to the next, each student demonstrates improvement in Reading and Mathematics as measured by the CAT, **Form C.** The following table reveals the percentage of students' gain scores of their performances for the academic years 1979-1983.

	READING PERCENTAGES	MATH PERCENTAGES
1979-1980	80% Score increase	72% Score increase
1980-1981	63% Score increase	77% Score increase
1981-1982	65% Score increase	67% Score increase
1982-1983	57% Score increase	63% Score increase

These data clearly indicate that growth was demonstrated in the students' overall performance on the post-test following one semester of course work for four years as measured by the **California Achievement Test, Form C.** At the end of the student's Sophomore year (1983-1984), the **California Achievement Test, Form D** was administered. The data are incomplete and not available for reporting at this time. Nonetheless, when the information from these data is received in the Education Division, it will be analyzed to determine whether a student has required the basic skills level necessary to achieve in the Teacher Education program. These data will further be used as a placement tool for alternative work, if needed, as the students begin their Junior year of study.

During the second semester of the students' Sophomore year, Teacher Education may be declared as a major. When this occurs, the students are advised to enroll in EDU 240, Current Issues, Practices and Trends in Education. This introductory course is used as a screening device in determining whether a student is, in fact, interested in pursuing teaching as a profession.

Formal Assessments

The formal assessment instruments used to evaluate students' growth and development in the Teacher Education program are the Scholastic Aptitude Test, the American College Test Assessment, the College Level Academic Skills Test, an exit exam (a prototype of the Florida Teacher Certification Examination), and the Florida Performance Measurement System. An explanation of these assessments follow:

1. The Scholastic Aptitude Test (SAT) and the American College Test Assessment (ACT) yield satisfactory measures in the basic skill areas. The results of these tests enable the advisors to further identify the areas of strengths and weaknesses of the students as well as to determine the appropriate remedial courses needed based on the results of the students' subtest scores on the instruments. Special Topics courses were designed to provide supplementary experiences in the areas of Reading, Math, and Writing when evidence warrants the placement of students in these courses. Upon completion of these courses, determination is made as to whether a given student may need additional time to further his/her work in the Teacher Education program. Course offerings in "Test Taking" techniques, utilizing individual and small group tutoring sessions in the basic skill areas, are highly encouraged and mandated, when necessary.
2. The students must pass the College Level Academic Skills Test (CLAST) as a requirement for all students enrolled in higher education in the state of Florida. It was administered for the first time in October, 1985, to Edward Waters College students. Exposure to this achievement test strengthens the basic skill areas of Teacher Education majors. Hopefully, this assessment (CLAST) will enhance the scores of the SAT/ACT examination results required for admittance to the Teacher Education program.
3. An Exit Examination, a prototype of the Florida Teacher Certification Examination, is administered to Teacher Education majors during the first and second semesters of their Senior year. Passing all sections (writing, reading, mathematics, and professional) must be achieved prior to graduation. If students are not successful in passing the four sections the first semester, they may retake the sections in which they were unsuccessful during the second semester. Students enrolled in one or more of the "Special Topics" courses have demonstrated increases in their results on this assessment tool.
4. Inherent within the syllabi for all Teacher Education courses are various components of the 35 generic Competencies required by the State of Florida. Students' knowledge and skills are assessed on the following criteria:
    a. Individual reports and class discussion on specific topics
    b. Responding to selected inquiry on given questions
    c. Writing instructional objectives and learning activities
    d. Construction and analysis of classroom tests
    e. Action assignment to demonstrate teaching techniques
    f. Action assignment to demonstrate knowledge of content materials
    g. Development of classroom rules
    h. Pre-test and post-test
    i. Analysis of lesson plans
    j. Evaluation of laboratory assignments and,
    k. Evaluation of internship experiences.

5. Practicum work outside the regular classroom is required of students enrolled in Early Childhood Education, Part II; Mental Retardation, Emotionally Handicapped and Physical Education courses include on-site visitations by the instructors who observe personal qualities and attitudes through observation; record students participation and behavior outside the classroom situation; as well as solicit feedback from the supervisors of the respective courses regarding the students progress toward meeting the thirty-five generic competencies.
6. The student teacher internship program is the culmination of experiences in teacher preparation at Edward Waters College. Supervising teachers of the interns take part in a two day workshop in which the objectives of the internship procedures and guidelines are covered in detail. During the workshop, the supervising teachers are introduced to the evaluation requirements and materials to be used with their student teacher intern. The progress of the student teacher interns is evaluated continuously during the twelve week internship period. Evaluations of their progress are reported three times during the internship period:

after three weeks, six weeks, and after the summative assessment at the end of the internship experience. Summative Evaluations The summative evaluations on seven teacher interns for the 1984-85 academic year were completed by the supervising teachers. The evaluations covered eight areas related to the Florida Performance Measurement System. The evaluation forms used a Likert type rating scale with ratings of observed behavior of 1 through 5 and, not applicable. A score of 1 indicated that the was completely inadequate, while a score of 5 was most adequate. Table 2 summarizes the data. According to the table, all seven students were adequate or better in each of the areas measured on the summative evaluation report. Supervising teachers and principals have provided excellent feedback regarding the professionalism and knowledge of Edward Waters College student teacher interns. The effectiveness of instruction is evaluated by criterion-referenced tests, student oral and written responses, anecdotal records.

The assessment procedures of the students majoring in Teacher Education at Edward Waters College reflect the school's philosophic position that the program will be upgraded and revised on a continuous basis in an attempt to improve the quality of its graduates.

ASSESSMENT PROCEDURES AT FLORIDA ATLANTIC UNIVERSITY COLLEGE OF EDUCATION

Roy A. Hoffman
Interim Associate Dean
College of Education

The College of Education at Florida Atlantic University has a number of indicators of undergraduate student achievement:

1. admitting SAT/ACT scores;
2. screening test results;
3. exiting grade point averages;
4. exit assessments;
5. teacher certification examination results; and
6. Beginning Teacher Program performance results.

Under present statutes, all students in State-approved programs must present an ACT of at least 17 or an SAT of at least 835 for admission to teacher education. Since all undergraduate programs in the College are state-approved, not more than ten percent of all admissions can fall below those levels. Currently, the College uses approximately 8% of the allowable exemptions.

A recent check on the admitting records for 1983 graduates revealed the following average admitting ACT/SAT scores:

	ACT	SAT
Spring, 1983	19.84	932.3
Summer, 1983	19.68	917.8
Fall, 1983	18.36	939.4

The same data analysis yielded the following indicators of achievement as measured by grades:

	GPA
Spring, 1983	3.16
Summer, 1983	3.23
Fall, 1983	3.19

Every student is screened in writing, mathematics, reading, and speech before a program of studies is drawn up and signed by the advisor. Data on file in the Department of Professional and Human Services from screening procedures reveal that 25-30% of all students need some form of remediation and intervention. Most students get assistance from the Office of Minority Affairs.

Research published in 1982 reported that just under 60% of those students identified through the screening process with deficient writing skills eventually graduated. Evidently, the remediation procedures are beneficial to many students.

Prior to graduation each student is required to take the undergraduate General Professional Education Examination (GPEE) which is based on the professional education courses taken by all students. Each undergraduate degree program also has its own specific exit assessment requirements as does the Office of Field Experiences. The student teacher supervisors elicit these responses from students upon completion of their student teaching. The various program leaders generally have been very pleased with the achievement of their students.

Questionnaire Assessment

The Office of Field Services mailed a questionnaire designed to assess the county principals' and the county supervising teachers' perceptions of FAU college supervisors and the FAU student

teachers' preparation. The questionnaire was mailed to 122 county principals and 373 county supervising teachers who were assigned an FAU student teacher during the Fall Semester, 1982, through the Spring Semester, 1984, academic years. The Office of Field Services received completed questionnaires from 44 (36%) of county principals and from 86 (23%) of county supervising teachers.

In general, this follow-up study identified the greatest percentage of outstanding ratings on items assessing the students' reliability and dependability, their demonstration of concern for individual students, and their openness to learning and professional growth. Results were as follows:

ADMINISTRATOR'S VIEW OF FAU STUDENT TEACHER'S PREPARATION

Elementary Administrators = 24	Better Prepared		Less Well Prepared		No Difference		No Response	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
Secondary Administrators = 20	9	7	1	4	12	8	2	1
%	37.5	35	4.1	20	50	40	8.3	5

ADMINISTRATOR'S VIEW OF SUPERVISION GIVEN STUDENT TEACHER BY FAU SUPERVISOR

Elementary Administrators = 24	Better Prepared		Less Well Prepared		No Difference		No Response	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
Secondary Administrators = 20	12	3	4	5	7	3	0	1
%	50	40	16.7	25	20.8	35	12.5	0

ADMINISTRATOR'S VIEW OF ASSISTANCE GIVEN SUPERVISING TEACHER BY FAU SUPERVISOR

Elementary Administrators = 24	Better Prepared		Less Well Prepared		No Difference		No Response	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
Secondary Administrators = 20	13	7	2	3	6	9	3	1
%	54.1	35	8.3	15	25	45	12.5	5

SUPERVISING TEACHER'S CHOICE OF ADJECTIVES TO DESCRIBE THE FAU SUPERVISOR

Elementary Teachers = 52	Positive	Frequency of Choice	Negative	Frequency of Choice
Middle/ Junior High School Teachers = 34	Friendly	80	Inconsistent	5
	Supportive	71	Distracted	4
	Understanding	60	Disinterested	3
	Flexible	53	Unbending	2
	Patient	49	Condescending	1
	Available	45		
	Dependable	43		

SUPERVISING TEACHER'S VIEW OF ASSISTANCE GIVEN HIM/HER BY FAU SUPERVISOR

Elementary Teachers = 52	Inadequate		Adequate		More Than Adequate		No Response	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
Secondary Teachers = 20	5	6	25	19	9	1	0	1
%	10	18	48	56	40	26	2	0

SUPERVISING TEACHER'S VIEW OF ASSISTANCE GIVEN FAU STUDENT TEACHER BY FAU SUPERVISOR

Elementary Teachers = 52	Inadequate		Adequate		More Than Adequate		No Response	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
Secondary Teachers = 34	4	9	29	16	18	9	1	0
%	8	27	56	47	34	26	2	0

Quality Indicators

Graduates from all undergraduate degree programs are passing the Teacher Certification Examination at a rate well in excess of the mandated 80% level. In addition, as of this date, the College is unaware of any graduate who has been unsuccessful in the Beginning Teacher Program. State rules require a 90% success rate on the BTP.

Faculty are generally pleased with the achievement level of all their students. Levels of achievement by students tend to be confirmed in follow-up data from employers who hire the college's graduates.

Follow-up studies are conducted by each program in the College of Education in periodic cycles, usually every three or five years. Results of past follow-up studies have indicated that graduates feel that they are being adequately prepared. Employers also indicate on a consistent basis that the College's graduates are in demand and are well prepared.

A COLLABORATIVE, INTERCOLLEGIAL EFFORT TO DEVELOP A STUDENT TEACHER EVALUATION INSTRUMENT

Linda R. DeTure, Director
Student Teaching
Rollins College

Bruce Long, Coordinator
Student Teaching Placement
Florida State University

Evaluation of the progress of student teachers is an important and somewhat paradoxical endeavor. Ethically, the clinical supervisor, and ultimately the college coordinator, has the responsibility to judge the student teacher's readiness for a teaching position. If, according to TenBrink (1982), evaluation is the process of obtaining information and using it to form judgements which are in turn used in decision making, then by definition evaluation is an inherent part of the student teaching experience.

At Rollins College, the model for clinical supervision is based upon a supportive, collegial relationship among the student teacher, the supervising teacher and the college coordinator. The team operates on the assumptions that student teaching is primarily a learning experience and also that it is a professional effort to assist the intern in the transition from student to teacher.

The problem of how to assist, support and evaluate the student simultaneously is the focus of this project. As part of the supervision process, each member of the team has the responsibility to gather objective data and to communicate that information to the other members of the team. Based on these observations, a plan of action is designed and implemented by the team according to a predetermined set of criteria. The supervisory procedures are described in DeTure (1984). To carry out the observation/evaluation process, a minimum of four formal observations should be made by both the college coordinator and the supervising teacher. The student teacher is encouraged to video and/or audio tape several lessons for personal feedback. To facilitate the gathering of objective performance data, an observation instrument is necessary.

Background

In 1980, during the early stages of the development of the clinical supervision model at Rollins College, an observation instrument consisting of a checklist of behaviors was designed. The checklist was intended to be used primarily by the college coordinator to make determinations regarding student teacher's progress. Although the checklist was used as an instrument to measure progress and for assessment in the final evaluation conference, it was not one of the formal evaluation forms that was completed by the supervising teacher, the student teacher or college coordinator. Two evaluation forms were used by the supervising teacher. Florida's Generic Competencies, with the set of subskills, were utilized in a pre-post test fashion by the student and supervising teacher. In addition, the supervising teacher completed a final evaluation that was adapted with permission from the teacher education program at the University of Florida. The college coordinator wrote a personal evaluation, utilizing information from the observation checklist and rated the overall performance of each student teacher.

During this time period, 1980 to 1984, a number of changes in teacher education and teacher certification were occurring throughout the state. The most influential of these were the development of the Florida Performance Measurement System (FPMS) and the implementation of the Beginning Teacher Program (BTP). The impact of these changes on college teacher education program has been profound. The need to address the BTP and FPMS resulted in numerous programmatic changes in the pre-service teacher education courses and in the clinical experience of stu-

dent teachers. Several aspects of the Rollins' clinical supervisory process corresponded to and complemented the Beginning Teacher Program. The observation/conferencing cycle was similar and the observation checklist somewhat paralleled the six domains of the Beginning Teacher Program. Both were based on teacher effectiveness research. At the state level, discrepancies between the indicators in the six domains of the BTP and the generic competencies/subskills resulted in new competencies being added to lists of 23/24 generic competencies.

As the evaluation forms for student teachers became obsolete, the need for a more comprehensive instrument for assessment was apparent. To this point, all program planning and development occurred primarily between members of the department and within the college. Through professional organizations and Teacher Education Center Council meetings, the authors had the opportunity to discuss and compare teacher education programs. With similar needs and goals regarding the student teaching experience, the authors decided to collaborate in the development of an evaluation instrument that could meet the needs of both Rollins College and Florida State University.

Development of the Instrument

As a start, a set of criteria was established to guide instrument development:

1. The instrument should be competency based.
2. The competencies should be directly observable.
3. The domains of the Beginning Teacher Program should be specifically addressed.
4. The knowledge competencies of the generic competencies should be included.
5. Professional factors and student attitudes would be included.
6. The instrument should show cumulative progress and the results would be shared with the students.
7. The instrument would function as a formative and summative instrument.
8. The instrument would be complete yet succinct (i.e., only 2 pages including room for comments).

Using these criteria, the instrument was divided into three sections. One related to general teaching skills and methodology. A second focused on the student's personal basic skills and background knowledge. The third reflected the student's attitudes toward the professor and work habits in general.

The goal for the first section was to identify and define normal expected teaching behaviors that the student would engage in on a day to day basis. Utilizing the Rollins Observation Checklist and the six domains of the Beginning Teacher Program, four categories were identified for the section entitled "Teaching Competencies." Planning for instruction comprised one category. Domain 3, Instructional Organization and Development, and Domain 4, Presentation of Subject Matter, were subsumed in the category, Implementing Instruction. Management, Domain 2, and Communication, Domain 5, were combined for the fourth category. The goal was to use an action verb and to make each indicator cognitively succinct. Secondly, the number of indicators are limited to a manageable size.

The purpose of the second section was to assess the student's personal skill level, knowledge of subject matter and human development relations. By its nature, this section was less directly observable on a discrete observation schedule. Several generic competencies were incorporated into the section under three categories: basic skills; subject matter and methodology; and human development/relations.

Although short, the last section was perceived to be extremely important because a student's attitude toward teaching and the internship has a profound impact on success. The competencies in this section were derived from experiences with teachers and administrators in the schools.

Once the competencies were identified, the next step was to compile a list of reference indicators for each competency. The indicators further defined the specific behaviors a teacher might engage in related to that competency. For example, the indicator for "Uses time efficiently" in-

cluded: displays teacher behavior that maximizes the use of class time for learning; begins class work promptly; does not allow open student time; does not foster or permit irrelevances; routinizes housekeeping and administrative activities. The list was designed for the evaluator to help clarify the behaviors and to standardize the assessment criterion.

Piloting the Instrument

This phase of development is currently in progress at both Rollins College and Florida State University. At Rollins, the instrument is being used as the primary means of student evaluations for Fall student teachers. Data are being collected on the wording of the competencies and whether individual competencies need to be added or deleted. Evaluators are also providing feedback regarding the directions and the rating terminology.

At Rollins, teachers are directed to observe and record three times; making an initial observation to serve as baseline data; and perform a mid-point evaluation to check progress and later term evaluation to examine skill development. In addition, the instrument provides the basis for a final evaluation conference between the supervising teacher, the student, and the college coordinator.

Preliminary assessment looks promising. Supervising teachers have commented that the instrument helps to formalize and quantify the observation process that it provides them with a concrete basis for discussion of performance.

At Florida State, the piloting process has taken a different route. Newly developed student teaching materials go through intensive review-revision procedures before being adopted by the college. Proposed changes in the student teacher program are submitted to the Teacher Education Advisory Council (TEAC) which acts as the advisory council to the dean of the college. The TEAC is comprised of about 25 members including the associate dean for teacher education (undergraduate), the associate dean for graduate programs and research representatives form all education departments and programs, and representatives from other departments who are involved in teacher training (e.g., art, music, home economics, and social work).

The evaluation instrument was copyrighted and submitted to the TEAC, which directed it to the subcommittee on Student Teacher Materials. As requested by the subcommittee, all TEAC members are currently critiquing the form. From the critiques, the Student Teacher Materials Committee will formulate a revised document to be submitted for final approval by the TEAC. Based on the TEAC's decision, a recommendation will be made to the Dean of the College. Concurrently, the Florida State Student Teacher Handbook is being revised and rewritten. If the instrument is adopted as the evaluation instrument for student teaching, each department will retain the option to use its own form.

Summary

This project has gone through several phases. Work has been in progress for about a year, and it is about 70% completed. Collaboration has varied at each stage with the development of the instrument being the most intense. When the instrument was modified and adapted to meet the specifications of the two institutions' teacher education programs, collaboration naturally diverged. Utilizing the data collected from the two approaches for testing the instrument (i.e., field testing at Rollins and expert examination at Florida State) the authors will again collaborate to make further decisions regarding the utility of the instrument. While it is likely that formatting of the instruments will differ at the two institutions, it is expected that the competencies and indicators will continue to be the same or at least very similar.

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ASSESSMENT AS A TOOL FOR SCREENING, TEACHING AND EVALUATING EDUCATION MAJORS AT ST. THOMAS UNIVERSITY

Janet S. Chitwood, Chair
Division of Education

Admission to St. Thomas University is based on the following assessment criteria:

1. Graduation from an approved secondary school or its equivalent
2. The applicant's secondary school record of grade achievement
3. The applicant's course of study in secondary school
4. The applicant's standing in class at the end of the junior year, where membership in the class is large enough to make this significant
5. The objective indications of the applicant's basic ability in terms of satisfactory scores on the SAT or the ACT

In addition, international students whose primary language is not English must submit scores from the TOEFL exam.

Assessment Following Admission to St. Thomas

During the orientation period prior to the beginning of each semester at St. Thomas University, all new students are screened for math, algebra and composition skills using the Placement Tests from the Comparative Guidance and Placement Program of the College Board. They are further assessed for reading skills using the Nelson Denny test for Vocabulary and Comprehension. When student scores fall below the prescribed level, the students are placed in appropriate Developmental Skills courses until their performance indicates that they are prepared to do college level work. Students who require assistance in more than one academic skills area are advised and carefully monitored by the staff of the Academic Support Center.

In addition to assessment and support from the Academic Support Center, the services of the Career Counseling Center are made available to all students. This center assists students in exploring and evaluating career options by administering and interpreting student responses to three career choice instruments: Choice, a computer assisted program; the Strong-Campbell, a paper and pencil career choice instrument; and the COP system which measures aptitude, values and interest. The Myers-Briggs personality Inventory which evaluates personality type with implications for career choice is available through this office as well. The staff of the Career Counseling Center also provides individual counseling and support to St. Thomas students. All students who require assistance in more than two academic skills areas are also required to take a three credit Personal Development course designed to assist them in a decision-making process applied to both life and career decisions. Students taking this course are exposed to the above-mentioned career choice instruments.

Foreign students or students participating in St. Thomas' Bilingual Program must submit scores of 550 or better on the TOEFL exam or participate in E.S.L. courses until such time as they can acquire adequate TOEFL scores.

Assessment Prior to Admission to the Teacher Education Program

Students seeking admission to the Teacher Education Program at St. Thomas University must have scored at above the fortieth percentile on ACTS or SATS, have at least a 2.5 G.P.A. and be interviewed by a member or members of the division faculty to assess their attitudes toward and commitments to teaching as a profession. Students who experience difficulty in attaining either adequate ACT or SAT scores or a sufficient G.P.A. are referred to the Academic Support Center and/or the Career Counseling Center for assistance.

Assessment Following Admission to Teacher Education

Either before or immediately following admission to the Teacher Education Program, all education majors are required to take the course EDU 315—Professional Preparation. This course consists of a pretest developed from the specifications for the reading, math and writing sections of the Florida Teacher Certification Exam, tutorial remediation from the Academic Support Center in any of the three areas in which students demonstrate deficiency and a post-test which allows students to demonstrate proficiency. Students may avail themselves of this remedial help for as long as two years. If students are unable to demonstrate proficiency at the end of this time, they are given an F for the course and counseled into another career option.

Foundations and methods courses taught in the Division of Education and specific General Education courses such as Communications 105, Speech and Psychology 355, Tests and Measurements were designed to teach and/or evaluate for the twenty-three Essential Generic Competencies and the Domains of Learning identified by the State of Florida. Course examinations and comprehensive formative and summative student teaching evaluation forms test both knowledge and performance skills identified in these two documents.

Summary

St. Thomas University prides itself on its ability to guide, direct and mentor individual students. Consequently, each assessment component outlined in this paper has a complementary teaching or tutoring component to assist students who cannot meet the criteria specified by each assessment instrument. It has been the finding of the Division of Education that students who do not meet criteria in the specified period of time are those students who do not avail themselves of the tutoring made available to them. Recent data indicate that eighty-three percent of students who initially attempted EDU. 315 passed the course within the specified time period.

In an effort to get even more students to make use of its tutoring services, the Academic Support Center has made its services available to students who self identify the need for tutoring in a specific subject area or areas prior to taking the initial EDU. 315 test. This early tutoring allows students to receive help early and pass their initial sitting of the test, (i.e., they don't have to fail in order to receive help.) This option has been particularly attractive to secondary education majors such as the math major who is performing well in her major but needs support in her writing skills, or the English major who is also performing well in his major but needs assistance in developing his math skills. Additionally, the Academic Support Center employs upper division education majors through the University's work-study program to assist in teaching the tutorials. These students serve as excellent role models since they are students who have already completed EDU. 315 or successfully passed the Florida Teacher Certification Exam.

Outside testimony to the success of St. Thomas' screening and teaching methods in its Teacher Education Program is the recent report from the Florida Department of Education that one hundred percent of St. Thomas' approved students passed the Florida Teacher Certification Exam in the three year period between 1982 and 1985.

ACHIEVING EXCELLENCE IN TEACHER EDUCATION THROUGH PROGRAM PLANNING, MONITORING AND EVALUATION AT THE UNIVERSITY OF CENTRAL FLORIDA

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Anxiety over the perceived shortcomings of public education within the United States has been well-documented (Education Commission of the States, 1983; National Commission on Excellence in Education, 1983; Peterson, et- al., 1983). Various task forces and commission reports have created situations where classroom teachers have often been made to feel the brunt of society's negative attitudes toward the outcomes of public schooling. However, a closer inspection of the data reveals that the overall results are extremely variable. The public is becoming more sensitive to the events beyond the control of classroom teachers which contribute to or hinder student progress. An overriding theme within various reports points to the lack of planning on the part of some colleges/schools of education.

Planning is one of the perennial issues in higher education and, although the necessity of systematic planning is recognized and strongly advocated, it does not always occur. the College of Education at the University of Central Florida has shown a serious, systematic concern with quality and program effectiveness. No longer is there little concern for final goals and ultimate objectives. Both administrators and faculty have been actively involved in the development of specific criteria for the goals of U.C.F.'s Teacher Education Program. As Fincher (1978) has noted:

> An important aspect of program assessment is the identification of both program objectives and assessment objectives. Program objectives must be identified if observers and participants are to know **what** is being assessed. Assessment objectives must be specified if they are to know **how** programs are to be assessed and how to select, or develop assessment techniques (p. 70.)

Within the teacher education program at U.C.F., there is continuous monitoring of course content and objectives to insure that they match the recommended thirty-five generic competencies and prepare students for the Beginning Teacher Program. Matrices of course objectives and generic competencies are reviewed and updated as necessary. Support for what constitutes components of effective teaching is provided by the Florida Performance Measurement System (FPMS) as well as other sources (see Fincher, 1985). This allows the opportunity to insure that there will be consistency in course content over periods of time that all preservice students will receive comparable training with outcomes that are objective and quantifiable.

The State of Florida should be commended in its attempts to achieve excellence in teacher education. Yet, one is aware of the difficulty in attempting to establish an "absolute standard of quality," a procedure which is fleeting at best. The University of Central Florida's teacher education program has utilized advisory input from diverse groups of intra-university personnel and representatives of the various local education agencies within its service area. These advisory committees meet at least one time per year and evaluate all phases of the program.

Although the College of Education has established minimal standards for entry level into the teacher education program, a variety of methods of assessment are used during the junior and senior years to monitor professional and personal growth, attitudes and abilities of students.

A common misconception frequently brought to the public's attention is that colleges of education attract "weaker" students as determined by standardized academic testing. A review of standardized academic testing of all incoming students at the University of Central Florida tends to refute this myth. Table I presents a breakdown of SAT and ACT scores by college for incoming students at the University.

TABLE I

Breakdown of 1985 SAT and ACT Scores by College at UCF

College	SAT*	ACT
Business Administration	955	21
Education	923	23
Engineering	1031	24
Liberal Studies	959	22
Health	910	18
Arts & Sciences	994	22

**The College of Education requires a minimum entry SAT of 835. However, exceptions are made, and some students are allowed to enter the College with less than the minimum SAT score. For illustrative purposes, when those students scores are parcelled out, the College of Education average SAT score is 998. The College of Education has the second highest ACT average for the entire University.*

Internal Assessment

Several unique components of student assessment take place during the junior and senior years. All juniors are required to spend 14 to 16 hours per week of clinical experience within the schools, and their performance is evaluated in a number of areas. Verbal as well as nonverbal communication patterns are monitored by clinical supervisors. It is during this period of time that student's suitability for teaching" is investigated. Students are videotaped in both teaching and microteaching components. Students must research and role play a myriad of behavioral problems. At the conclusion of videotaping, students are debriefed as to the relevance and quality of their performance. Components of the FPMS are introduced, and students are taught the necessity of planning, the development of appropriate lesson plans, experience with a number of learning tools and exposure to a variety of evaluation instruments. All students have the opportunity to tutor children with learning, behavioral and/or reading difficulties. Individual student presentations are required in all courses for students in the teacher education program.

In addition to "typical" course requirements, students are required to pass appropriate minimal competency exams in the following areas: Math, Reading, English, Music, and Map and Globe Skills. As a method of internal control, students who fail to pass the minimal competency exams, regardless of other class performance, are recycled and/or referred to special review courses or labs for specific assignments. A student will not be placed in a senior-year internship without passing all appropriate minimal competency exams demonstrating that they can effectively speak, write, spell and compute in a classroom situation. The senior-year internship has proved to be one of the most important and successful components of the teacher education program. Students are constantly monitored and given increased responsibility. The FPMS provides direction for areas of increased emphasis to assist the intern in becoming an effective classroom teacher.

External Assessment

Any attempt to investigate the efficacy of teacher education programs should not overlook several methods of external evaluation. One indicator of program effectiveness may be the success of placing graduates. If graduates were not generally competent, hiring would be reduced and if student teachers were not generally competent, it would be difficult to continue to "place" students. U.C.F. has far more requests for student teachers than exist. In the Seminole County School District, one in every four instructional employees is a graduate of the University of Central Florida's College of Education. Another method of external evaluation is to look at K—12 student performance on standardized testing. Seminole County constantly ranks at the top of the state in overall testing results and had the highest SAT scores for the Fall, 1985 testing.

Table II presents a breakdown of the supply of teachers in Florida by state university.

TABLE II

Supply of Teachers in Florida by State University

State University	1982-83	1983-84	1984-85
Florida A&M	69	62	141
Florida Atlantic University	242	230	204
Florida International University	283	271	351
Florida State University	346	354	356
UNIVERSITY OF CENTRAL FLORIDA	407	502	572
University of Florida	412	425	451
University of North Florida	268	241	241
University of South Florida	601	593	536
University of West Florida	250	202	234

Follow-up studies of selected graduates of U.C.F.'s College of Education consistently rank their training as "excellent." These studies also allow the college to review program offerings and determine areas that may need restructuring or increased emphasis through program planning, monitoring and evaluation. The college is in a position to guarantee reliability of program objectives and content, thereby insuring the validity of the teacher education program.

It has been noted that within the state there are projected teacher shortages. In order to meet the increased need, it should be imperative that standards not be lowered. The College of Education has very high standards for its graduates. This attitude definitely appears to benefit children enrolled in Florida's schools.

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PROTEACH: STUDENT AND PROGRAM ASSESSMENT AT THE UNIVERSITY OF FLORIDA

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In August, 1984, the College of Education at the University of Florida initiated a new teacher preparation program called PROTEACH (from PROfessional TEACHer.) During the preceding six years, much thought and effort had been given to the content and processes of the new program. As implementation drew near, additional planning was given to the establishment of an evaluation plan for assessing the progress made by students in the program and for assessing the effectiveness of PROTEACH itself.

It must be emphasized that PROTEACH does not represent a reshaping of an existing program. Rather, it is a complete reconceptualization of the scope and sequence of teacher education. Overall, PROTEACH is marked by strengthened general preparation, expanded subject matter and clinical components, and a rigorous foundational component. All PROTEACH programs are designed to be five years in duration and to culminate in the master's degree. All students are required to complete a common core of 13 hours of study in areas such as foundations of education, mainstreaming, cognition and learning, human development, tests and measurement, and instructional computing.

The elementary education program requires that students complete two 12-hour specializations, at least one of which must be in an academic teaching area in the College of Liberal Arts and Sciences. The second specialization may also be taken in Liberal Arts or it may be completed in the College of Education in areas such as special education, reading, or early childhood education. Students in special education are required to become certified in two of the four areas of exceptionalities offered within the College (mental, emotional, and physical handicaps, and learning disabilities) and to complete an 18-hour academic specialization in the College of Liberal Arts and Sciences.

While students in both elementary and special education complete a bachelor's and master's degree within the College of Education, students desiring to become certified in secondary education must complete their bachelor's degrees in the teaching fields in the College of Liberal Arts and Sciences. Once the bachelor's degree and the common core of courses noted above are completed, students enter a year-long institute-like experience that provides them with the professional expertise needed to communicate their subject matter expertise in the most efficient manner possible.

To be admitted to the fifth year and complete the PROTEACH master's degree, all students are expected to meet the requirements for entry to the graduate school at the University of Florida. This helps to insure that only the best qualified students will enter the profession through the PROTEACH program. However, increased entry and retention requirements are not enough to guarantee student progress or program effectiveness. Therefore, the faculty in each of the three PROTEACH programs have been developing an evaluation plan to fill both needs.

Since PROTEACH is still in its infancy, not all plans have been completed and implemented. Therefore, what follows should be viewed as the proposed PROTEACH evaluation plan. Those elements of the plan that have already been implemented will be noted as such.

College-wide Evaluation Plans

Assessment of the effectiveness of PROTEACH as a whole must include at least four sets of data. First, data must be collected on the performance of PROTEACH graduates during the initial

year of their teaching careers. Second, data should be gathered on graduates' perceptions of the adequacy of their training in light of the demands of their teaching responsibilities. Furthermore, for this information to convey the most meaning, sufficient base-line data should be gathered on both the performance and perceptions of the graduates of the old four-year program. The College of Education has already implemented a plan to collect these data. Base-line data on the performance of recent and current graduates of the old program and new data on the performance of PROTEACH graduates will be available through the Florida Beginning Teacher Program (FBTP). Careful examination of the FBTP data will reveal how students of our new program are performing in comparison to those of our old program and to those from other Florida institutions.

In addition to the FBTP data, the College's Evaluation Committee has been collecting data on the perceptions of graduates of the old program through the use of a 97-item questionnaire. This instrument is designed to obtain beginning teachers' perceptions of the adequacy of their college preparation for meeting the demands of their first professional position. The teachers are asked to respond to items concerning their attitudes toward teaching, the overall effectiveness of their preparation program, and the adequacy of their training with respect to planning, classroom management, observation and diagnosis, test interpretation, and a wide range of other professional skills. The instrument will also be administered to PROTEACH graduates and the responses will be analyzed in light of the perceptions reported by the former graduates.

Taken together, the data from the FBTP and the questionnaire will yield some initial evidence as to the success or failure of the PROTEACH program. However, these data are not sufficient for either an adequate program or student evaluation plan. As such, the faculty from each of the three programs have been developing additional measures which will yield more precise information.

Secondary Education

The secondary education program will not reach full implementation until August, 1986, and will not produce its first full graduating class until May, 1987, at the earliest. As such, the evaluation plans for this program are the least complete. However, a pilot group was initiated in the fall semester of 1985 and some evaluative measures have been adopted.

The Florida Performance Measurement System (FPMS) is the focal point of the student evaluation process in this program. All course content has been keyed to the domains of the FPMS and, through a series of innovative grouping patterns, students are introduced to the research base of the FPMS and to the methods of applying that research to classroom practice. Students are then expected to apply that knowledge in clinical environments and their success is assessed by college faculty, most of whom have been trained as FPMS observers. Prior to certification, students are expected to demonstrate mastery of all of the generic competencies identified by the State as essential to effective teaching. Following graduation, data from the FBTP will be collected and examined to insure that competencies learned in the College are translated into effective practice in the schools.

The integrity of the secondary education program has been evaluated in part through a series of reviews carried out during the curriculum design process prior to implementation. These reviews constituted formative evaluations that enhanced the design of an effective program. Reviews of course scope and sequence, instructional grouping patterns, and clinical grouping patterns guaranteed that the program's content would accurately reflect current research and that its processes would help students develop understanding and mastery of the needed competencies.

Because the secondary education program no longer involves undergraduate education, the resulting two-year gap in admissions presented the faculty with a unique opportunity to test their program design prior to full implementation. The initiation of a pilot program in the fall of 1985 has given the faculty new insights into the program's strengths and weaknesses. At this writing, the program is only a few months old and data are just beginning to emerge. Data will be collected and analyzed throughout the remainder of the 1985-86 academic year and the resulting information will be used to refine the program for its full implementation in 1986-87.

Elementary Education

Faculty involved in the elementary education program believe that course performance and GPA scores are important but not sufficient in themselves for assessing the preparedness of a prospective teacher for entering the profession. Therefore, the proposed evaluation plan, which is outlined below, takes a more holistic approach to student evaluation. Among the elements of the proposed plan are:

1. Content clarification process that includes the analysis of course syllabi, faculty feedback, and student feedback gathered through questionnaires;
2. Ethnographic study of four to six students from their entry to the program through their early years as teachers;
3. Periodic assessments of the students upon entry to the college and at various critical points in the program;
4. Follow-up studies of graduates including performance in the FBTP;
5. Development of a student portfolio — a collection of information about each student which includes written evaluations, advisement information, transcripts, clinical experience checklists from various field placements, observational information from faculty using the FPMS and other systems and (eventually) a video tape of the student teaching in a classroom;
6. The use of peer and self observational systems during later clinical work by students;
7. The possible use of instruments such as the Myers-Briggs, Lifo, How I See Myself, and Teaching Profile upon entry to the College for use in research and counseling and for possible inclusion in the student portfolio; and,
8. The possible use of mutual observations among the faculty as a part of a faculty development plan.

These techniques, combined with the data gathered by the College concerning FBTP performance and graduates' perceptions of the appropriateness of their training, will provide an accurate picture of both the effectiveness of the PROTEACH program in elementary and early childhood education and the progress that students are making within the program. The portfolio system, in particular, takes assessment beyond the course-by-course grading system to a more complete view of the student as a person as well as a future member of the profession.

Special Education

The PROTEACH program in special education has a core notion that in order to be successful a student must demonstrate proficiency in selected skills. Therefore, a precise and useful evaluation plan which monitors the effectiveness of the program and the growth of the students is a necessity. Key elements in that plan should include data with respect to the students' teaching form (i.e., their match with the requirements of the FPMS), their effectiveness (their ability to stimulate learning), and their career growth which must include periodic follow-up studies of program graduates. To meet these needs, the Department of Special Education has developed and fully implemented a unique, creative, and comprehensive evaluation model.

First, students are urged to take the Basic Skills Test during their first semester in the program. This gives the faculty early information as to the capabilities of their students and helps in counseling and in providing remediation where appropriate.

Second, students' understanding of basic knowledge is evaluated by examinations, and their ability to apply that knowledge is assessed through the development of lesson plans, case studies, instructional materials, etc. To insure that students are exposed to all of the information they need, the required knowledge and content has been cross-referenced by domains of the FPMS and by the course in which it is taught. The resultant charts provide an assessment of the scope and sequence of the program itself.

Third, students' performance in labs and during their internship is assessed using both the formative and summative instruments of the FPMS. This helps faculty monitor the growth of the

students as they work toward mastery of the generic competencies identified by the State of Florida as necessary for successful teaching.

Fourth, the efficiency with which each student is able to increase student learning is monitored through a sophisticated data-based computer program developed by Dr. William Wolking, a member of the special education faculty. This program allows faculty to gather and analyze data on each teacher's effectiveness in producing student learning on a skill-by-skill basis. For example, John (a PROTEACH student) may work with nine children for six weeks. During that time he may introduce, teach and review 15 skills. Using the data base, faculty can monitor how quickly and thoroughly each child learned and retained each skill and, therefore, how effective John was in teaching each skill. In most clinical settings, the emphasis would be placed on John's performance and, as long as his students performed reasonably well, his evaluation would be positive. The data base, however, sheds more light on John's performance. It may be discovered that he was quite successful in teaching 13 of the skills, but had trouble with two others. This information can be used by the faculty to plan appropriate intervention and remediation whenever needed at a very precise level.

The fifth component in this plan focuses on students' research and writing abilities. The ability to read, interpret and apply the content of the professional literature and to conduct applied research in the practical setting is considered to be of vital importance. This skill is developed in research courses and is evaluated in a summative project completed during the graduate year. This project must include a literature review and must be defended orally before the department faculty. Furthermore, each student must demonstrate the ability to write at a level that is satisfactory to the faculty in special education. A set of 13 criteria has been adopted by the faculty for assessing students' professional writing.

Sixth, during the fifth-year internship, students are periodically assessed using the FPMS and they are required to take a six-hour, graduate level Transdisciplinary Seminar. Space limitations allow for mention of only two of the innovative aspects of this experience. First, the interns are taught the FPMS observational system and are required to use it in a number of ways. It is used first as a form of self assessment. Later, interns are required to observe a beginning-level PROTEACH student and to become that student's "mentor." The younger student is counseled by the older one while the older one is, in turn, observed by a faculty member. This approach provides an evaluation of and a support system for the younger student, an opportunity for the older student to become more familiar with the demands of the FPMS, and the further opportunity to become introduced to the role of peer counselor and coach.

A second innovation that occurs as part of the Transdisciplinary Seminar involves the special education teacher's role as collaborator on an interdisciplinary team. Developed by Dr. Larry O'Shea, this model includes close cooperation between students in special education and counselor education as they analyze the needs of and plan an instructional program for individual children. Their conferences are video-taped and analyzed with the aim of improving the students' ability to work effectively as a member of a team.

The final evaluation component to be described here includes intensive case studies of the first nine students who complete the PROTEACH special education program. Their graduation is set for May of 1986 and their careers will be closely followed during the following academic year and beyond. These follow up studies will provide invaluable information that will then be used to refine the PROTEACH program. The resources needed for these studies have already been allocated by the College.

The above represents only a sampling of the innovative activities and evaluative measures already implemented in the Department of Special Education. Further information can be obtained by contacting the Department Chairperson, Dr. Catherine Morsink.

Summary

As is evident from the preceding pages, the PROTEACH program and its evaluation component have reached varying levels of planning and implementation. However, it is recognized by the College that effective student and program evaluation is critical to the success of PROTEACH. Furthermore, for any assessment model to be completely effective, it must move beyond traditional measures to innovative techniques that provide accurate and useful formative and comprehensive summative evaluations.

ASSESSMENT IN TEACHER EDUCATION AT THE UNIVERSITY OF MIAMI

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Ayers (1981) has presented ten major design characteristics that must be taken into account in the development of an adequate system for the evaluation of teachers. His model considers the formal instruments used to evaluate student growth, the effectiveness of these instruments, and the evaluation of the effectiveness of instruction which takes place in a teacher education program.

The School of Education and Allied Professions of the University of Miami prepares personnel through programs based on a broad foundation of general education and intensive preparation in a field of specialization, undergirded by a depth of knowledge in the social and behavioral sciences. One of the school's goals is to accept and retain only those students who give evidence of an understanding of the basic concepts in the major disciplines and who exhibit the personal and academic potential for becoming effective teachers or other community service personnel. This policy requires continuous review of student achievement, and systematic guidance and counseling of students. Towards this end, the University of Miami has implemented an evaluation program which is meaningful for the school and which is viewed as a part of the total teacher education program. The evaluation design makes use of quantitative and qualitative data which are used to make decisions regarding program development and long range planning.

Assessment Procedures

Admission to teacher education programs at the University of Miami is separate from admission to the University. A student is admitted to the University based upon data obtained from the high school which include SAT scores, high school rank and personal qualities. Students are admitted to programs as majors in one of the colleges or schools of the University. Prospective teachers come from either the College of Arts and Sciences or the School of Music, and are eligible to take two courses in the Professional Education sequence during their freshman and sophomore years. These courses also count as general social science distribution requirements towards the Arts and Sciences degree.

After the student completes approximately 56 credits, he or she is eligible to apply for admission to a teacher preparation program. In order to be admitted to this status, the student must meet the following requirements:

1. Acceptable SAT or ACT scores;
2. Acceptable results on proficiency examinations in writing and mathematics; and
3. Acceptable grades in prerequisite professional preparation courses.

The School has not been able to systematically evaluate student growth and development in teacher education programs, however. Therefore, beginning with the Fall semester, 1986, students will be required to take the NTE Core Battery for admission to teacher education programs and the NTE Specialty Area test for exit purposes. The addition of these two instruments to the assessment process should provide quantitative as well as qualitative data regarding student growth and development and enhance departmental and programmatic long-range planning efforts.

Evaluation for the teaching profession is not a one-time event. It is an ongoing process (Haberman, 1974). A final formative evaluation of the student is made at the time that application is

made for student teaching. Formal test instruments are not used at this point to evaluate student growth and development. Instead, qualitative criteria are used to determine the students eligibility for the internship. These include, in addition to checks of GPA, credits and major area requirements, evaluations from previous field supervisors and personal recommendations from two University of Miami faculty members which speak to the students' personal qualities such as attitudes and commitment to teaching.

TADS Assessment

The Teacher Assessment and Development System (TADS) was developed as an in-building resource to focus on the continued professional development of teachers in the Dade County Public Schools. As a system for assisting teachers, it requires the documentation of six decisions about the level of performance of teachers: preparation and planning, knowledge of subject matter, classroom management, techniques of instruction, teacher-student relationships, assessment techniques. All teacher education faculty in the School of Education and Allied Professions have been trained in the use of TADS and at least one observation of each student teacher must be made using TADS.

In addition the student teaching evaluation form has been revised and updated to include the current knowledge about teacher effectiveness. Each student teacher is evaluated by the University Supervisor in the following areas:

1. Instructional Development (lesson planning, appropriateness of the written plan, following the plan)
2. Presentation of Subject Matter (ability to articulate clearly, establishment of set, knowledge of subject matter, assignments/directions, oral and written communication skills, materials, verbal interaction, promotion of reflective and higher-order thinking, student involvement, questioning, active instruction, praise, recognition of exceptional students)
3. Classroom Environment (interpersonal environment, "withitness," housekeeping, spirit of unity)
4. Evaluation (test construction, preparation for testing, variety of assessment techniques)
5. Professional Commitment (punctuality, attendance, self-analysis of personal teaching skills, school routines and responsibilities, positive attitudes toward the teaching profession, physical appearance,initiative)

In Professional Preparation courses taken prior to the Student Teaching Internship, students are exposed to both the TADS and the Florida Performance Measurement System (FPMS) through lectures, demonstrations, and discussion. An assessment of knowledge of these necessary skills is conducted through an analysis of micro-teaching situations and early field experiences.

Finally, an evaluation of instructor effectiveness is conducted each semester by the Bureau of Measurement of the University. All faculty members in the School are required to participate on an annual basis in this program which uses "the Cafeteria System" from Purdue University. In addition to the items that each faculty member selects for inclusion in the evaluation system, each faculty member must be evaluated on certain items as determined by the School of Education and Allied Professions. These items are as follows:

1. This course has clearly stated objectives.
2. This instructor seems well prepared for class.
3. This instructor presents materials effectively.
4. This instructor displays a clear understanding of course topics.
5. The atmosphere of the class is conducive to learning.
6. This course has effectively challenged me to think.
7. The grading system was clearly explained.
8. The evaluation procedures are fair and impartial.

Graduates of the School are systematically contacted and requested to complete a questionnaire which asks them to evaluate several aspects of the program they completed at the University. Items include course work in the liberal arts, course work in the major field, field experiences, relationships with faculty, academic advisement and career advisement.

Evaluation Assumptions

The University of Miami evaluation system is guided by several assumptions. We assume that: we can raise the quality of our graduates by setting standards and measures; we can and should screen out teachers who do not fit our conception of what is a good teacher; we can control our programs as well as measure their effectiveness; we can determine the impact that our programs have on the profession and thus influence public policy decisions.

During the next few years, we expect to strengthen the evaluation system by using formal instruments in addition to the SAT and the ACT for admission to and exit from teacher education programs; considering the use of independent judgements in the student teaching process and comparing these and faculty judgements; and discussing the possibility of using an external check in the evaluation process.

Currently the school relies on state departments of education and school districts to let us know if students are entitled to teaching certificates. The use of examinations as a condition for graduation could serve as an external check similar to those used in other professions.

By making evaluation an on-going process, by having early and meaningful field experiences, and by using practitioners in the field more effectively, it is possible that the University of Miami shall be able to combine these data with test scores to better predict teacher success and upgrade professional standards in teaching.

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MOVING TOWARD EXCELLENCE IN TEACHER PREPARATION THROUGH ASSESSMENT AT THE UNIVERSITY OF NORTH FLORIDA

Bruce Gutknecht
Professor of Education
Mary Grimes
Associate Professor of Education
Cheryl Fountain
Associate Professor of Education

The Problem

WANTED

> College graduate with academic major (master's degree preferred). Excellent communication and leadership skills required. Challenging opportunity to serve 150 clients daily, developing up to five different products each day to meet their needs. This diversified job also allows employee to exercise typing, clerical, law enforcement, and social work skills between assignments and after hours. Adaptability helpful, since suppliers cannot always deliver goods and support services on time. Typical work week 47 hours. Special nature of work precludes fringe benefits such as lunch and coffee breaks, but work has many intrinsic rewards. Starting salary $12,769 after only 14 years. (Darling-Hammond, 1984, p. 1)

One of the greatest teachers of all time, Socrates, probably wouldn't have applied for the position described, given the conditions of employment. Socrates didn't need any research data, or conferences, or learned papers to tell him how to be an effective teacher. But neither did he have to deal with declining test scores, computers in the classroom, or a supposedly well-meaning, but often misinformed public trying to tell him what to do.

Teacher Education Expectations

Just what is it that society expects of its teachers today and in the future? Educators are expected to be exceptionally well prepared for their complex and diverse roles. They need to be mature, secure, and competent human beings. They need to have a solid foundation in the many disciplines out of which education is developed. They need experiences in the arts which will develop natural sensitivity to the human condition. They must know the broad range of subjects taught in school. They must be generalists as well as specialists. They must be well educated and are expected regularly to renew their knowledge and competence.

If this doesn't seem like a tall order, consider the emerging roles which may be anticipated for teachers, given the kind of world the future may bring. Teachers will need to be values developers, resource finders, learning diagnosticians, prescribers and outcome assessors, interdisciplinary learning experts, human relations developers, career and leisure counselors, community learning facilitators, profession builders and leaders, and utilizers of futuristic processes and substance (Burdin, Nutter & Gips, 1984.)

Naturally, this call for superteachers comes at a time when the long predicted serious shortage of qualified teachers is beginning, when teaching is no longer an attractive career alternative, when the supply of experienced teachers is dwindling as older teachers retire in increasing numbers and younger teachers leave for other occupations, when new recruits to teaching appear to be

less able academically than those they replace, when academically talented women and minorities, once restricted to teaching as a professional option, are choosing occupations which promise greater financial rewards, more opportunities for advancement, and better working conditions, when teachers' salaries fall well below those of most other occupations requiring a college degree and average teachers' salaries have been declining for a decade, and when teachers colleges are receiving blame for contributing to the destruction of American education.

With public perception of teacher preparation programs at an all-time low, teacher educators tend to be perceived as:

(1) Being out of step with prevailing popular conceptions of the purposes of schooling;
(2) Possessing little prestige or influence in home institutions;
(3) Delivering preparation programs which have little real influence on the way in which graduates actually teach;
(4) Admitting and graduating students of inferior academic capability;
(5) Being completely out of touch with the actual teaching conditions in contemporary schools;
(6) Being exclusionary and excessively turf-conscious of the "right" to control teacher preparation; and
(7) Being fragmented and uncoordinated as a profession and unconscionably silent on issues related to teacher preparation (Backman, 1984, p. 2.).

Purpose

Even though teachers colleges and "educationists" have been accused of destroying education in America (Damerell, 1985), it is noteworthy that Florida's leading teacher educators themselves seek to address excellence in teacher preparation through assessment. Definitions of assessment indicate that it is somewhat synonymous with evaluation. Evaluation deals with the measurement of value or worth. The assessment process requires both measurement — the gathering of data — and evaluation — the judging of value or worth, based on data gathered.

In the past, the value or worth of the product of a teacher preparation program — the teacher — was not really measured until the teacher had completed the program, graduated, received certification, and begun teaching. If the teacher didn't teach well, his/her preparation was blamed. If she/he did teach well, then perhaps the value or worth of his/her preparation was noted.

Unfortunately, such summative evaluation/assessment of the product of teacher education programs didn't prevent unqualified candidates' entry into the profession. It should be noted that this situation holds true in the preparation and entry process for most other professions, as well.

What processes have been developed to correct this lack of quality control in the preparation process? Processes are in place in the undergraduate teacher preparation program at the University of North Florida that apply formative and summative assessment/evaluation procedures for both teacher preparation and products, the graduates. Included are the collaborative roles of the Office of Field Services and the Central Advisement Center in assessment of process and product, the clinical experience model, which consists of both the preinternship and internship phases, and assessment of course effectiveness.

Role of Advisement Center

The primary purpose of the College of Education and Human Services Central Advisement Center is to provide a centralized advisement and record keeping system for all graduate and undergraduate students. To this end, the Center helps students collect the necessary documentation needed for entry into a program, provides initial counseling in establishing and developing a program of study, evaluates transcripts to determine satisfactory completion of program prerequisites and assists students in the registration process.

At the undergraduate level, the Central Advisement Center monitors the admission status of students, provides the evaluation of students applying for internship, and completes the initial evaluation of students applying for graduation. Throughout the student's matriculation, the CAC

provides assistance to students in clarifying their educational goals, interpreting University policy, facilitating schedule modifications, as well as in dealing with personal conflicts affecting their academic progress.

Assessing Student Progress

The task of student assessment is shared by several units within the College. The CAC serves as the central "record keeper" for the College and collects the data needed by various units to monitor student progress. For a student to graduate from the College, several requirements must be met:

(1) **Admission to the COEHS.** The CAC is responsible for monitoring the student's admission into the College by verifying that the student has met the minimum entrance University requirements; has satisfactorily completed program prerequisites; and has either achieved satisfactory ACT/SAT scores or has applied for admission under the exception policy.

(2) **Progress Check-Points.** The College has several interim check-points to assess student progress. First, CORE course requirements serve as check-points. Foundations of Education requires the successful completion of reading and writing examinations. This test serves to assure that students enrolled in teacher preparation programs have adequate reading and writing skills. Another CORE course, Teaching Process and Interpersonal Skills, includes an educational media component which students must successfully complete. The field experience component of all COEHS courses serves as a further source of data. Feedback is gathered from the college supervisor as well as the cooperating teacher. This model allows a developmental approach to field experience, with the student progressing from observer to assistant teacher prior to the final internship experience.

(3) **Internship Eligibility.** The CAC is responsible for assessing students' eligibility for internship on the following criteria: (a) College admission status; (b) satisfaction of general education requirements; (c) completion of all program prerequisites; (d) GPA of at least 2.0; (e) satisfactory completion of specific program courses, as required by the Division. These evaluations are forwarded to the Office of Field Services where a determination is made as to whether or not the student is ready for internship.

(4) **Internship.**The internship experience serves as a final check-point prior to graduation. Feedback instruments used in the internship experience are congruent with those used in the Florida Performance Measurement System. Necessary competencies are published in the Module for Internship.

State Board rules mandate that assessment take place and that the data collected be used to improve programs. Implementation of this requirement, including provision of the necessary resources, requires careful planning. Any assessment carries with it the burden of record keeping, developing and validating instruments and developmental counseling which accurately communicates to students their strengths and weaknesses and alternatives available to them. The issue of responsibility for the remediation of identified weaknesses needs to be addressed.

Such assessment and counseling functions are ***support*** functions, requiring training personnel. But these functions are not FTE generating, and under present funding formulae receive no direct support.

The role of the Central Advisement Center in assessment is mainly one of measurement — securing and maintaining data about each student, and implementing decisions based on College policy regarding required levels of performance. In addition, the CAC provides the data necessary for decision making to the academic units of the College. This role in assessment is vital and contributes immeasurably in the College's efforts to maintain excellence in teacher preparation.

Assessment Through Field Experiences

The University of North Florida's undergraduate teacher education programs are designed to insure that all students successfully completing a course of study can demonstrate competence in skills considered essential for effective teaching to occur. To establish conditions necessary for the achievement of these competencies, the College developed a performance-based curriculum containing a substantial clinical experience component. Within this model, course work includes a core curriculum, appropriate special methods courses, and academic content preparation. Field experience is required for all education courses, with levels of participation increasing as the student progresses through the program.

For all programs, course experiences and the clinical component reflect performance objectives identified by the College, which in turn incorporate state-mandated expectations as specified in Florida's Thirty-five Generic Teacher Competencies and the Florida Performance Measurement System. So students should exit their undergraduate teacher education program equipped to function well in the Beginning Teacher Program, required of all persons seeking regular certification.

Preinternship

The clinical experience model consists of two distinct phases: the preinternship phase and the internship phase. For the preinternship, the student is expected to demonstrate competency in generic skills, rather than simply complete course-specific tasks. The College is moving toward a placement model which will require students to spend a substantial block of time (two weeks) in the schools during the middle of each semester. For students whose schedules do not permit this option, a one day per week option is provided. Preinterns are placed in cooperating public schools in clusters of fifteen or more. Each preintern is assigned to an experienced cooperating teacher, who receives information regarding College expectations from the Director of Field Services and the site supervisor. The College provides course instruction in the supervision of preservice teachers via a tuition waiver arrangement for teachers interested in improving their supervisory skills. Each school is provided a site supervisor, a College faculty member who is responsible for monitoring the students' progress at that site.

Assessment of student progress during preinternship is accomplished via the completion of an evaluation form reflecting identified generic skills. This form is completed by each cooperating teacher for his/her preintern. The evaluative data from these forms is made available to students as feedback, and is used by faculty in determining students' grades. Data is also gathered from students, faculty and school personnel on the effectiveness of the preinternship program. This program is subject to regular review by College faculty and by the Field Services Advisory Committee, composed of public school and College representatives at all levels of participation.

According to Damerell (1985), "teachers learn to teach by teaching, and there is no substitute for it" (p. 282). The Commission for Educational Quality of the Southern Regional Education Board recommends that colleges of education should provide more opportunities throughout the pedagogy curriculum for practical applications whereby students can try out what is presented in lectures and readings (Southern Regional Education Board, 1985.) The preinternship program described above is an important element in the development of quality teachers. Further, it is exemplary of the use of formative assessment as a tool for achieving excellence in teacher preparation.

Internship

Students seeking a bachelors degree in the College must complete a semester long internship as their culminating experience. Both directing teachers and college supervisors are trained in clinical supervision skills, as a part of the preparation for this experience. Each supervisor is assigned a cluster of six to eight interns, usually placed in a single school, with whom they work closely, using the clinical supervision model adopted by the College. Supervisors focus on selected behaviors to observe. Information gathered during observation is subjected to analysis, prior to their conferencing with the intern. The desired outcome of this process is the refinement of skills and/or

the remediation of deficiencies which the intern may demonstrate. Seminars scheduled throughout the semester for all interns reinforce the individual coaching that occurs in the schools. Formative and summative instruments used to assess intern's attainment of competencies are congruent with stated objectives.

Both the college supervisor and the directing teacher provide written evaluative feedback throughout the internship to encourage the intern to achieve the highest possible level of performance. All participants in the internship program (interns, directing teachers, other school personnel, and college supervisors) provide feedback regarding the intern's performance, the degree to which the undergraduate program has prepared the student for internship, and recommended program changes. These measurement data are routinely collected by the Office of Field Services and used to make decisions about needed program revisions.

Former students employed as Beginning Teachers provide feedback on program effectiveness in at least three ways: scores on the Florida Teacher Certification Examination; performance in the Beginning Teacher Program as measured by the Florida Performance Measurement System; and responses to College questionnaires. All data collected during the internship and the Beginning Teacher experience is routinely used by the Office of Field Services to make suggestions about needed program revisions.

It should be apparent from the description above that assessment as a tool for achieving excellence in teacher education is used in at least three important ways throughout the undergraduate programs: to monitor student progress and remediate where necessary; to assess the level of student achievement; and to assess program components so that needed improvements may be designed. This process has improved significantly over time, as more research on teaching effectiveness has become available, and as College faculty have improved their skills as clinicians. The effect of these two variables on the student's clinical experience has been to provide structure for that experience, so that the student may progress through an ordered, developmental process toward the attainment of desired teacher behaviors.

Assessment of Course Effectiveness

Believing firmly that "knowing" a subject is not the same as being able to teach that subject, but that a strong knowledge of content is a necessary part of effective teaching, the faculty of the college has from its inception maintained a balance of strong content emphasis with appropriate teaching methods in the preparation programs for both elementary and secondary teachers. For example, a major in the secondary teacher education student's discipline is required. The faculty approaches all other teacher education programs in the College from this same perspective.

Effective teaching requires much more than knowing "what" to teach; it requires knowing "how" to teach. To acquire these skills requires course work in teaching methods. While many who cry for reform in teacher education today denounce methods courses, indicating that methods can be learned in the school classroom while teaching, few would extend this principle to other disciplines, or undergo surgery by a physician who was learning surgical techniques in the operating room.

In order to help students make the transition between theory and practice in the most efficient and effective manner, College faculty are regularly involved with teachers in the public schools through demonstration teaching, clinical supervision, continuing inservice activities, and other collaborative endeavors. The importance of a good working relationship between the public schools and the teacher education faculty cannot be overstated, if a college is to produce well-trained graduates.

The quality of college classroom instruction is regularly assessed using the Student Instructional Report (Educational Testing Service, 1981). This thirty-nine question instrument measures student perceptions of teaching effectiveness, instructor characteristics, amount of student preparation required, quality of text materials, and quality of exams, in addition to several other areas which contribute toward course effectiveness. College faculty regularly use SIR data as an assessment tool in their efforts to enhance teaching effectiveness.

Summary

Assessment is an important tool in achieving excellence in teacher education. While past practice has tended to rely upon summative, or after-the-fact assessment of teacher education programs, evaluating the performance of the teacher (the product of that program), this paper calls for incorporation of formative, on-going measurement and evaluation of both process and product in teacher education programs. This assessment model is in operation in the undergraduate teacher education programs at the University of North Florida. It requires the collaboration of the College Central Advisement Center, the Office of Field Services, and the faculty; the effective implementation of the clinical experience model, which consists of both the preinternship and internship phases; and assessment of course effectiveness. Through such efforts, excellence in teacher education can be achieved.

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COLLEGE OF EDUCATION ASSESSMENT PROCEDURES AT THE UNIVERSITY OF SOUTH FLORIDA

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Student Personnel Office

The objectives of the undergraduate teacher training program are systematically assessed using various instruments and tools. Assessment procedures begin during orientation sessions for incoming students and continue throughout the program. In addition, follow-up surveys of graduates are conducted each year.

Assessment Instruments and Techniques

Either the American College Test Assessment (ACT) or Scholastic Aptitude Test (SAT) is required. These tests measure skills in the basic areas and the results are used in several ways. USF has found that the scores on these tests are helpful in determining whether a student has the skill levels to achieve in an education program. In addition, appropriate diagnostic and remediation efforts are directed toward deficiencies found on students' sub-scores on these tests.

USF strongly encourages incoming freshmen and sophomores to enroll in an "Introduction to Teaching" course (EDG 1300). This course provides opportunities for students to observe teaching at several grade levels and to affirm if teaching is for them. Preliminary assessment of attitudes and commitment to teaching of each student begins during this introductory course.

A speech and Hearing Survey is administered. This enables the College to determine if there are speech or hearing difficulties that may impair the student's performance as a teacher. If any problems are detected, help is given to overcome them whenever possible.

English Expression and Mathematics Proficiency Examinations are utilized. The English Expression Test is published by Cooperative Tests and Services, Educational Testing Service. This is a test of some of the understandings, skills, and abilities developed in school. It evaluates, in part, the student's progress toward fulfilling some of the basic competencies. The Mathematics Test was locally developed by the Mathematics Education Program within the Content Specialization Department of the College of Education. It measures basic mathematical competencies. Based on results, remedial action may be required. Since the College Level Academic Skills Tests (CLAST) are now required for all university students in the state of Florida, these proficiency tests are now being phased out.

Common Course Examination

The College of Education has developed and implemented common course examinations for all required education courses in undergraduate programs. These courses include "Curriculum and Instruction," "Teaching Methods," and "Measurement for Teachers," and specialization courses, such as, "Programs in Early Childhood Education," "Language Arts in Childhood Education," and "Teaching Elementary School Mathematics." The examinations are effective in insuring that students achieve all of the basic competencies necessary to become a teacher, and consistency in the content of programs.

Internship Evaluations

During a student's final internship, performance evaluations are conducted in the following areas:

1. Planning Materials for Instruction
2. Management of Student Conduct
3. Instructional Organization and Development

4. Presentation of Subject Matter
5. Communication—Verbal and Nonverbal
6. Testing
7. Professional Objectives and Supplementary Reading Materials

The formal evaluations of professional behavior and the specific skills of the Florida Performance Measurement System have been helpful in assuring that students possess professional and personal skills and the attitudes necessary to become effective teachers.

Some programs, such as Elementary and Special Education, require several practicums and field experiences prior to a final internship. During these experiences, students are formally evaluated in professional behaviors and in their progress toward meeting competencies.

During the last semester of enrollment (final internship semester), students are asked to evaluate programs, specific courses and feedback to programs about their adequacy in meeting the training needs as perceived by the students. After students graduate and have been teaching for approximately one year, information is collected covering their satisfaction with their teacher education training at USF. Additional information about employment status and satisfaction with teaching helps the

College keep abreast of trends in education. Findings are disseminated to department chairpersons for information or appropriate action.

Follow-up Data

SF regularly requests evaluations from school principals concerning the effectiveness of USF graduates in their teaching assignments. The areas that are evaluated include:

1. Knowledge of Subject Matter
2. Instructional Skills
3. Knowledge of Learning Process
4. Ability to Relate to Students
5. Ability to Relate to Parents

These data are used as feedback to programs and to evaluate how well the college's graduates are performing the tasks for which they were prepared.

Summary

The teacher education program at the University of South Florida is subjected to many evaluation processes to justify the claim that its graduates are prepared to teach. The College of Education continues to strive for improvement and measurement based on valid and reliable data obtained through the use of the assessment procedures discussed earlier.

ASSESSMENT OF THE TEACHER CANDIDATE AT THE UNIVERSITY OF WEST FLORIDA

Pat Wentz
Associate Dean
College of Education

The University of West Florida teacher training program maintains high standards for those students who receive their professional training in teaching. An important part of that training is related to the pre-admission assessment and continuing assessment of students within the program. Major components of this assessment of individual students are related chronologically to the teacher education program as follows:

1. Pre-admission assessment
2. Classroom and practice assessment
3. Pre and post Student Teaching assessment

This report describes teacher education student assessment through this chronology. Throughout the entire teacher education program at U.W.F., two major elements are utilized for assessment purposes: the professional portfolio and the 35 generic teaching competencies.

Pre-admission Assessment

1. Requirements for admission to teacher education include:
   a. Admission to U.W.F. as a degree seeking student.
   b. A grade point average (GPA) of 2.0 in all courses taken at the University with a 2.0 ("C") GPA in the major discipline. (For Special Education and History majors, a 2.5 is required.)
   c. A score of 835 or higher on the Scholastic Aptitude Test (SAT) or a score of 17 or higher on the American College Test (ACT).
   d. A score of 47 on the Test of Standard Written English (TSWE) or a combined College Level Academic Skills Test (CLAST) writing score of 341 and an essay score of 7. Students must also complete the Teacher Education Writing Skills Test.
   e. Demonstrated profiency in reading.
   f. Demonstrated proficiency in spoken English usage.
   g. A score of 182 on the Test of Basic Math Skills (TBMS) or 297 on the computational section of the CLAST.
   h. Demonstrated proficiency in computer usage.
   i. Recommendations of the student's advisor.
   j. Approval by the Dean, College of Education.

One or more of these requirements may be waived for up to 10 percent of those admitted. Students wishing to be considered for admission to teacher education on the basis of a waiver or one of the requirements must:

   a. have completed at least one of the following:
      (1) have taken and submitted scores for at least two administrators of the ACT or SAT and have submitted documentation that some form of instructional assistance related to the test was secured prior to the most recent attempt of the test (unless requirement i.e. has been met).
      (2) The completion of a master's degree from an approved college or university.
      (3) Submission of a Graduate Record Exam score of at least 1000.

b. Submit scores of the TBMS, TSWE, and the UWF Admission to Teacher Writing Test.
c. Be in good standing (in academics and in conduct).
d. Present a Petition for Admission under the waiver policy. This petition must include a plan approved by the candidate's advisor and department whereby the candidate will:
   (1) Secure appropriate instruction related to the deficiencies for which the waiver is granted, and
   (2) Present appropriate evidence to show that the competency has been acquired subsequent to the planned instruction.
e. Have secured the recommendation of the department administration the DOE approved teacher education program to which the student wishes to be admitted. The departmental recommendation should address the following:
   (1) the student's potential for meeting the basic literacy requirements represented by the Florida Teacher Certification Examination; and
   (2) the student's potential for continued professional development as a teacher.

All approvals for admission to teacher education are *tentative and subject to re-evaluation* as students progress through the program. Special assistance programs are available for students who do not meet the University's teacher education admission requirements.

Classroom and Practica Assessment

Although the procedure varies somewhat according to major, teacher education students spend practica time in a classroom corresponding to level and major with each course in special methods in teaching. In Early Childhood and Elementary Education, for instance, teacher education students move through a three-semester sequence of involvement with children in school classrooms as they complete their special methods courses paired as follows: Introduction to Elementary Teaching & Language Arts, Social Studies & Reading, and Mathematics & Science. Assessment through this sequence is made both individually and as a team among a special methods professor, the classroom teacher, and the practicum coordinator. All three team members work with the teacher in the actual school classroom setting. The special methods professor hold conferences with the other individuals and establishes with the students remedies and new activities. Generally, the grade in the special methods course is not assigned until the practicum is complete. The practicum coordinator works in the school with the students as he/she implements the plans from the professor, conferring frequently with the professor, the classroom teacher, and the student. At the completion of the practicum, a grade is rendered by the practicum coordinator, based on the student's completion of the professor's requirements in the special methods courses. The classroom teacher works directly with the teacher education student in the development of skills in teaching and classroom management. This work is usually accomplished in visits of two to four hours per week during the semester. At the completion of the semester's classroom work by the student, the classroom teacher completes an assessment of the student's work.

Other teacher education programs have or are devising similar practica and assessment procedures. The University's Special Edcuation programs (Emotional Handicapped, Mentally Handicapped, and Specific Learning Disabilities) for some time have required long term practica with close, meaningful dialogue. This dialogue is a major assessment tool in assisting the teacher education student to determine his/her rate of teaching skill development and approach to higher level skills.

Pre and Post Student Assessment

Since the application for student teaching is to be completed one term prior to student teaching, this offers an excellent opportunity for an assessment check-point. Prerequisites for student teaching include the following:

1. Admission to teacher education for students seeking a bachelor's degree at UWF and, effective August 23, 1985, for any student seeking to student teach.
2. A GPA of 2.0 in all courses at the University and GPA of 2.0 in the teaching specialization. (A GPA in the major of 2.6 is required in Social Sciences Interdisciplinary; 2.5 in Special Edcuation, in Biology, and in History; and 2.3 in English.)
3. A GPA of 2.0 in the professional preparation courses.
4. Completion of EDF 3214, EDF 3601, Instructional Designs, and the appropriate special methods course(s).
5. Classification as a senior at the University and completion of a minimum of 15 upper-division semester hours in the teaching specialization. (Some departments may require additional upper-division hours.)
6. Recommendation of the advisor and the chairperson of the major department. If the student plans to student teach in an area in addition to, or other than major, approval by the chairperson of the additional department is required.
7. Recommendation of the Vice President for Student Affiars.
8. Approval of the Assistant Director of Teacher Education Student Services.

Item 6 in the above list is critical. The academic advisor in the student's department will have been aware of any needs the student should fulfill. He or she, therefore, does not approve the application for student teaching until any problems have been successfully resolved.

During student teaching, each visit made by the university coordinator to the student teaching classroom is documented by an Observation Report Form. At the mid-point of the student teaching program, the classroom supervising teacher and the student teacher complete a mid-term assessment. At the completion of the student teacher assignment, both the university coordinator and the classroom supervising teacher complete a final evaluation form. All student teacher reports reflect the generic teaching competencies.

At the University of West Florida faculty serve as academic advisors in the student's major. Therefore, individual assessment is informal and a continuing activity. With the inclusion of the generic competencies in the professional preparation, and with the development of a professional portfolio by students, the institutional assessment assist the teacher education student to become capable of self assessment as he/she moves into the first year of teaching in the Beginning Teacher Program. For program review, two other assessment points are valuable: the Teacher Certification Test and the Beginning Teacher Program. In addition, data from follow-up studies from graduates indicates areas of needed change or increased emphasis.

The professional portfolio is begun in the teacher education program, continued through the year of the Beginning Teacher Program, and should be used during the professional lifetime of the teacher to document and illustrate the competencies of the teacher. During the teacher education program, the portfolio is monitored by various professors to determine the effectiveness of current training and to ascertain the documentation of the teacher education student's demonstrated competencies in the wide spectrum of effective teaching behaviors and materials production. As professors guide this portfolio development during the preservice training, the teacher education student begins to develop self assessment techniques which are enhanced throughout the program and serve as a foundation for a permanent habit of on-going professional assessment.

FLORIDA TEACHER EDUCATION PROGRAM APPROVAL STANDARDS AND ASSESSMENT

Frederick T. Milton, Program Director
Teacher Education Program Approval,
Office of Teacher Education,
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State of Florida Department of Education

The State of Florida is among the leaders in educational reforms designed to improve classroom instruction and increase student achievement. Students from kindergarten to graduate schools are expected to demonstrate specific competencies and achievements to earn promotions and establish the prerequisites to move to the next higher grade or level of study.

The Florida State Legislature, the State Board of Education, the State Department of Education and the Board of Regents are mandating increased performance standards at all levels as requested by the citizens and economic developers interested in improving the quality of life for those who choose to compete and participate. Effective teachers are needed to achieve standards of excellence. The Department of Education is charged with the responsibility of approving preservice and inservice teacher education programs within the state.

Purposes of Approval Process

The purposes of the program approval process are multifaceted and include the following:

1. To make teacher education programs responsive to educational needs;
2. To recognize teacher education institutions and school districts that have made a serious commitment to high quality teacher education programs;
3. To encourage flexibility in program design for developing competencies necessary for teacher certification;
4. To make efficient use of teacher education resources in the state; and
5. To encourage the concept of teacher education as a career long education process.

Through the program approval process, the Department of Education can help to ensure that teacher certification candidates have received appropriate preparation and training which will enable them to provide effective instructional services. Standards for approving and evaluating teacher education programs have been revised for the past five years. Statutes passed by the Florida State Legislature and rules passed by the State Board of Education have increased the rigor, generated improvements in teacher preparation programs and required demonstrated, high level performance of educational personnel.

Program Approval Standards

The current teacher education program standards include:

1. Admission requirements at the fortieth percentile on the SAT (840) or ACT (17);
2. Instruction in and assessment of the 37 Essential Teaching Competencies;
3. A passing score on all subtests of the College Level Academic Skills Test (CLAST);
4. Thirty hours of subject matter content outside the College of Education for secondary level teachers;
5. A comprehensive exit examination or a Florida Teacher Certification Examination prototype exit requirement;

6. Eighty percent of the program graduates must attain a passing score on all subtests of the Florida Teacher Certification Examination (FTCE);
7. Clinical training in the domains of effective teaching; and
8. Ninety percent of the program graduates must satisfactorily complete the Beginning Teacher Program (BTP).

Formal Assessments

Each teacher education program in an institution of higher education is evaluated on its ability to prepare teachers qualified for specific certification coverages. Formal instruments are used to collect data on the quality of program components and student attainment of the required program standards.

The Scholastic Aptitude Test (SAT) or the American College Test (ACT) are standardized instruments approved by the Commissioner of Education for admission of students into state-approved teacher education programs. At least ninety percent of students admitted are required to attain a score at or above the fortieth percentile.

The College Level Academic Skills Test (CLAST) is a formal instrument used to determine the performance of lower division students (sophomores) before being admitted to the upper division (junior level or above) for continued matriculation. Subject areas assessed included reading, writing, mathematics. Although the CLAST is required of sophomores at public universities, community colleges and private colleges or universities receiving state funds, its impact further affects students entering teacher education programs by providing a formal assessment in the subject areas previously mentioned.

The Florida Teacher Certification Examination (FTCE) is another instrument used to assess the knowledge of students who graduate from state approved teacher education programs on Florida's essential teaching competencies. At least eighty percent of the teacher education program graduates are required to attain a passing score on the Florida Teacher Certification Examination (FTCE) annually for continued program approval. The Florida Teacher Certification Examination data are analyzed to determine whether or not graduates from institutions of higher education with state approved teacher education programs have compiled with the prescribed standard.

If the institutional graduates have not complied with the standard, the institution of higher education is held accountable for non-compliance. This may cause the loss of state approval for certain programs or probational program status not to exceed two years.

The Florida Performance Measurement System (FPMS) is also a formal assessment procedure used to measure the performance of beginning teachers. The FPMS contains formative and summative instruments to measure most of the essential generic competencies. Successful demonstration is based upon the teacher effectiveness research as prescribed in the FPMS Domains of Effective Teaching. At least ninety percent of the teacher education program graduates must successfully complete a Beginning Teacher Program in public or nonpublic Florida schools.

The Beginning Teacher Program (BTP) data are analyzed to determine whether or not graduates of approved teacher education programs have met the standard. If the teacher education program graduates have not met the 90% standard, the institution of higher education will be held accountable for non-compliance which may cause the loss of state approval or probational status not to exceed two years.

Summary

The knowledge and performance of teacher education graduates from state approved programs have improved over the past five years, from 1980 to 1985, based on data from the Florida Teacher Certification Examination (FTCE) and institutions of higher education follow-up reports. The percent of Florida candidates passing all subtests on the Florida Teacher Certification Examination (FTCE) range from seventy-nine percent in November, 1980 to eighty-six percent in February, 1982. The Florida Teacher Certification Examination (FTCE) scores fluctuated during the entire five year period with variations of plus or minus five percentage points.

The classroom performance of teacher education graduates from state approved programs has improved over the past two years, based upon preliminary indicators from the Florida Performance Measurement System (FPMS). Although several program approval standards are discussed in the Florida Assessment Report, the product standards measured by the Florida Teacher Certification Examination and the Beginning Teacher Program results measured by the formative and summative evaluations in the Florida Performance Measurement System have emerged with considerable interest and attention.

In the quest for excellence in education throughout the Sate of Florida, current assessment procedures will be refined and additional assessment procedures are expected to emerge. At all levels, administrators, teachers, students and other educators strive to demonstrate the attainment of high level competencies.

COMPETENCY TESTING: EXCELLENCE WITHOUT EQUITY*

G. Pritchy Smith
Professor of Education and Chairperson
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University of North Florida

In 1978, the U. S. Supreme Court affirmed a district court decision in *U.S. v. State of South Carolina* that upheld use of the National Teacher Examinations (NTE) for teacher certification, a legal precedent which gave impetus to the rapid acceptance of the teacher competency testing movement. Thirty states presently use some form of standardized testing either for admission to teacher education programs or for certification upon graduation from a university or college. Twelve states require both entrance and exit testing (Sandefur, 1984). Tests vary from state to state. Some tests purport to measure basic skills; others, pedagogical knowledge; and still others, subject matter or teaching field knowledge. Some state assessment programs attempt to measure all of these areas. Regardless of the state and regardless of the type of examination—entrance or exit, standardized or customized, basic skills or subject matter—disproportionate numbers of minority teachers are being screened from the teaching profession.

The use of competency tests to certify teachers will seriously impact the ethnic composition of the national teaching force. Table 1 presents evidence from states with experience using testing in the certification process to indicate the disparate impact on minorities. Since 1981, black candidates have had a pass rate of about 43%, compared to 86% for Anglos, on the Alabama Initial Teacher Certification Test. On the Arizona Teacher Proficiency Exam, 1983 pass rates for black candidates ranged from 24% to 41%; for Hispanics, 36% to 42%; for Native Americans, 19% to 22%; and for Anglos, 70% to 73%. Since February 1983, approximately 33,586 new teachers, administrators, and other school employees have been required to pass the California Basic Education Skills Test. Whereas approximately 76% of the Anglo candidates passed, only 26% of the black candidates, 38% of the Hispanic candidates, 67% of the Native American candidates, and 50% of the Asian candidates passed. Data released in 1983 on the Florida customized competency test indicated a first-time pass rate of 90% for white candidates, 35% for black candidates, 51% for Hispanic candidates, 63% for Asian or Pacific Islanders, and 100% for four American Indian candidates. In Georgia, approximately 22,261 students took the Criterion Referenced Teacher Certification Test between 1978 and 1983. On first attempt 34% of the black candidates and 87% of the white candidates passed. Data from five selected administrations of the Oklahoma Certification Testing Program from January 1982 to February 1984 indicated that black candidates passed 45% of the tests; Hispanics candidates, 71%; Native American candidates, 70%; Asian candidates, 82%; and Anglo candidates, 79%. On March 3, 1984, on the first official administration of the Pre-Professional Skills Test in Texas, 10% of the black candidates, 19% of the Hispanic candidates, 47% of the Asian, Native American, and other minority candidates had test scores sufficient for admission to a teacher education program.

COMPETENCY TESTING

Negative Consequences of Competency Testing

States that have adopted the National Teacher Examinations, reports of minority performance are equally discouraging. Since 1978, 15% of the black teacher candidates compared to 78% of the white candidates have passed in Louisiana. In Mississippi, pass rates for candidates at historically black state institutions have ranged from 54 to 70%; whereas pass rates for candidates at predominantly white state institutions have ranged from 97% to 100%. In Virginia, results from an 18 month study involving 2,770 candidates show graduates from predominantly black institu-

tions to have a 56% pass rate on the communication skills section of the test, 69% on the general knowledge section, and 83% on the professional knowledge section. Candidates from the white institutions had a pass rate of 97% on the communication test and 99% on the general and professional knowledge sections. Only 50% of the candidates from black institutions passed all three sections.

The negative impact of competency testing on the racial composition of the national teaching force is actually greater than pass-rate statistics indicate. Estimated headcount statistics suggest over-kill. For example, Florida certified in 1981 approximately 200 black teachers out of a total of 5,500, a black representation of 3.6%. Since the inception of competency testing in Louisiana, state institutions have produced approximately 55 certifiable black teachers per year. In Texas, on the first official administration of the Pre-Professional Skills Test (P-PST) involving most of the 65 colleges and universities in March 1984, 12 out of 126 black candidates, 84 out of 436 Hispanic candidates, 20 out of 43 Asian, Native American and other minority candidates, and 1,324 out of 2,133 Anglo candidates qualified to enter a teacher education program. With 1,440 candidates passing all three sections of the Texas admissions test, projections indicate that blacks will constitute less than 1%, Hispanics 5.8%, and other minorities 1% of the Texas teacher education graduates in 1986. The situation does not differ significantly in other states. Estimated black representation among the teachers being certified in Arizona is 4.2%; Florida, 2.7%; and in California and Oklahoma, .05%. In most states, black and Hispanic teachers face extinction as the older teachers retire.

In 1980, minority teachers constituted approximately 12.5% of the national teaching force. Black teachers represented 8.6% of all teachers K-12, Hispanics 1.8%, and American Asians and Native Americans less than 1% (Andrews, 1983). If the current impact of competency testing continues, if current rates of attrition through retirements hold steady, and if one-third of newly certified teachers continue to choose career other than teaching, the national minority teaching force could be reduced to 5% or less within a decade.

Professional Educator Considerations

As professional educators seek to define excellence in teacher education, they must grapple with the following revelations related to competency testing:

1. ***The reduction of the number of minority teachers to less than 5% will be especially untimely as the minority elementary and secondary public school enrollment reaches 30% by 1990.*** The National Center for Education Statistics (as reported in Andrews, 1983) indicates that minority public school enrollment presently exceeds 50% in New Mexico and Mississippi. Minority public school enrollment is projected to approach 50% in California, Louisiana, South Carolina, and Texas by 1990. By the year 2000, Alabama, Arizona, Georgia, Florida, and North Carolina, which currently have minority public school enrollments ranging from 30% to 40%, are likely to approach the 50% mark. All of the above states are presently or will soon be engaged in competency testing for teachers. The impending crisis may be stated another way. Within a decade, the average child who has approximately 40 teachers during his/her K-12 school years can expect only 2 of those 40 teachers to be from any minority group.

2. ***The restricted pool of certified minority teachers will eventually result in reduced numbers of minority superintendents, principals, curriculum supervisors, and counselors.*** In almost all states, two to three years experience as a classroom teacher is prerequisite to administrative certification.

3. ***The options for higher education for minority youth who aspire to be teachers will become more and more restricted by 1990.*** As more states either follow the trend set in Florida to tie approved program status to student test performance or as competency tests reduce enrollments, institutions that have historically been receptive

to minority students will be forced to dismantle their teacher education programs. As these options are eliminated for minority students, other institutions that have exhibited little or no social conscience heretofore, many of which have been under considerable pressure for well over a decade to desegregate, are not likely to rush forward to recruit high-risk minority students whose test scores may either jeopardize accreditation or prove embarrassing in the media.

Professional educators must reassess competency testing as a means to attain excellence. Thoughtful consideration of the long term ramifications of reform is needed. Initially considered a reasonable and acceptable solution for improving the quality of education, competency testing is now in danger of causing irreparable damage to the democratic character of public education. Competency testing forces equity and excellence to be dichotomies and demands an elitist shift from equity to excellence in the nation's thinking. A democratic society cannot have excellence in education without equity. Clearly, any professional practice that excludes disproportionate numbers of minorities represents neither excellence nor equity. If this nation is considered at risk now, a decade of willful elimination of minority teachers will result in a nation lost.

*From: "The Impact of Competency Tests on Teacher Education: Ethical and Legal Issues in Selecting and Certifying Teachers", Research in Teacher Education, in press.

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IV

CLOSING REMARKS

Honorable T. Terrell Sessums
Chair
Board of Regents
State University System of Florida

It's a little intimidating to provide answers to a question such as, "How do we achieve our goals?" It's easier to set the goals than it is to figure out how to reach them. So I'm grateful that the assignment fell to you, and not to me.

I recall seeing a very positive series in the ***Fort Lauderdale News*** and ***Sun-Sentinel*** last fall at the time when school resumed. It profiled three teachers and gave them grades of A-plus. It also had a headline that would gladden the heart of anyone who has ever taught — or ever cared about those who teach.

The headline read, authoritatively: *Those who can TEACH.*

The series also included a picture of a teacher carrying a sign during contract negotiations. The sign read: *"I love teaching. I wish I could afford it."*

I think we have two things to consider as we struggle to find a framework through which we can evaluate teachers. The first is that those who are attracted to teaching will always be motivated, in part, by a desire to make the world a better place. Teachers have ideals.

The second is the need to pay teachers at a professional level if we are to demand professional accountability.

I commend you for having recognized these two realities even before receiving the benefit of my learned observations. You have done an outstanding job here today.

All the ideas presented here this afternoon, and reported in the documents prepared for this conference, focus upon the critical goal of providing an adequate number of qualified, motivated teachers for the needs of a large, urban state growing fast enough to add nearly half the population of Duval County every year.

The magnitude of the problem we face is startling. We still ask new graduates in mathematics and science to go to work for half as much as their classmates earn in the first year working in private industry. And worse, we ask them to work fifteen to twenty years before they can reach the economic level at which their classmates in math and science started.

One teacher in Leon County has described this as a functional IQ test: *"If you're not smart enough to figure out what they're doing to you,"* this teacher says, *"you're too dumb to teach."*

As we seek to measure the worth of our teachers, we must also look for ways to communicate what we find. When we find a teacher who is unable to perform, we must help that person find a new career. We must not blame "the system," or unions, or weak management and say that there is no way to dismiss an incompetent teacher.

There is. It's not easy; it's hard. But that's what we pay managers to do — manage.

We can't afford to operate on the basis that we're willing to fail so long as we have someone to blame it on.

When we find a teacher who shines with a special light, there has got to be a way to say to that teacher: *"You are an exceptional individual."*

We need to tell that teacher: *"Here are the rewards of professional attainment. Here is the chance, perhaps, to do some research you've always wanted to try. Here is a travel budget. Here is an opportunity to gain recognition among your peers. In short, here is proof that your outstanding contribution has been noticed."*

It seems to me that we are probably dealing with three questions when we think about assessment:

(1) How to help the five or ten percent of teachers who aren't doing well to find another career, to improve the quality both of education, and of their own lives;

(2) How to spot — and reward — those who excel; and

(3) How to help the rest of them achieve excellence.

I have never known a good teacher — and my family is riddled with them — who didn't live for the moment when a student's wide eyes communicated the breathless excitement of having just learned something important. But these days, we've got to find ways to reinforce that reward — financially.

I think you can overdo the idea of taking lessons from business and trying to apply them to education. This is a different activity.

But there's one idea from business that makes sense to me: the idea of quality control.

And that's precisely what assessment is — quality control in the business of producing new teachers.

To end with a final thought. While it's appropriate to think of the process of educating teachers as a business, we must remember what we're producing. When you think of how many teachers we need, you're tempted to use the metaphor of a product on the assembly line.

But this product is a teacher, not a Model-T Ford.

This is a teacher — a custom-designed product, produced one at a time, intended to last a lifetime, and made to the highest standards to provide high quality service. This product is special — kind of like a Rolls Royce. The good news is, they're still making them. The bad news is, they're expensive.

Thank you for inviting me, and for being patient. The hour is late. If there are any questions, let's allow Andy to adjourn the session, and handle them informally.

Thank you.

V

APPENDICES

ASSESSMENT AS A TOOL FOR EXCELLENCE IN TEACHER EDUCATION

CONFERENCE PROGRAM
February 14, 1986

4 p.m.	**GENERAL SESSION**	
	Purpose of the Conference, Acknowledgement of Authors of Contributed Papers	Dr. Andrew A. Robinson Director, Florida Institute of Education and Dean, College of Education and Human Services, University of North Florida
	Welcome to the University of North Florida Campus	Dr. Curtis L. McCray President University of North Florida
	Keynote Address: "From Hurdles to Standards of Quality in Teacher Education Assessment"	Dr. Asa G. Hilliard, III Callaway Professor of Urban Education, Georgia State University
5 p.m.	**SMALL GROUP DISCUSSIONS OF CONTRIBUTED PAPERS**	
6 p.m.	**GENERAL SESSION**	
	Reports and recommendations to improve assessment in teacher education in Florida	Small Group Designated Leaders
	Teacher Education Assessment from the perspective of the Board of Regents	Honorable T. Terrell Sessums Chairman
	Acknowledgements and Closing Remarks	Dr. Andrew A. Robinson
7 p.m.	**RECEPTION FOR CONFERENCE** Participants in the Auditorium Atrium	

CONFERENCE PARTICIPANTS

Over 20 institutions, organizations, or groups of individuals participated in the invitational conference. Participants are identified on the roster which follows. They represent:

- UNF Alumni
- Board of Regents (BOR)
- Eckerd College (EC)
- Edward Waters College (EWC)
- Florida A & M University (FAMU)
- Florida Atlantic University (FAU)
- Florida Department of Education (FDOE)
- Florida Institute of Education (FIE)
- Florida International University (FIU)
- Florida Junior College (FJC)
- Florida State University (FSU)
- Jacksonville University (JU)
- Kappa Delta Pi (KDP)
- Palm Beach Atlantic College (PBA)
- Rollins College (R)
- St. Thomas University (STU)
- University of Central Florida (UCF)
- University of Florida (UF)
- University of Miami (UM)
- University of North Florida (UNF)
- University of South Florida (USF)
- University of West Florida (UWF)

Anthony, Robert (UNF)
Armstrong, John (UCF)
Backilman, Karen (Alumna)
Backman, Carl (UWF)
Bolden, Bernadine (UNF)
Bowman, Ray (UNF)
Brathwaite, Noel (UNF)
Burge, Sarah (KDP)
Carroll, Robert (UF)
Carter, Travis (UNF)
Childers, Lucretia (UNF)
Chitwood, Janet (STU)
Clifford, Dale (UNF)
Corrick, George (UNF)
Cosby, Jon (FJC)
Deering-Levin, Sharian (UNF)
Dellinger, Vivian (FJC)
DeMort, Carole (UNF)
DeTure, Linda (R)
Drummond, Robert (UNF)
Dumbleton, Duane (FJC)
D'Zamko, Elizabeth (UNF)
Eggen, Paul (UNF)
Finn, Beatrice (EWC)
Fish, Dara (KDP)
Flinchum, Betty (UNF)
Floyd, Katherine (KDP)
Foley, Linda (UNF)
Foster, Patricia (UNF)
Fountain, Cheryl (UNF)
Gadling, Larry (UNF)
Gallon, Dennis (FJC)
Gilkison, Betty (UNF)
Girardeau, Matilda (FJC)
Grimes, Mary (UNF)
Gutknecht, Bruce (UNF)
Hanes, Jeffrey E. (UNF)
Hanks, Pamela A. (UNF)
Hansford, Sandra (UNF)
Harr, Gary (FJC)
Healy, Edward (UNF)
Healy, Thomas (UNF)
Hendry, Bonnie (JU)
Herald, Clare (JU)
Herrold, William (UNF)
Hill, Susan (FJC)
Hodge, Warren (UNF)
Hoffman, Ray (FAU)
Hodge, Joanne Liberty (Alumna)
Holt, Dennis (UNF)
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Jacobsen, David (UNF)
Janz, Margaret (JU)
Johnson, Mary Kathleen (JU)
Jones, Joyce (UNF)
Karylowski, Jerry (UNF)
Keenan, Donna (UNF)
Kehrt, Irene (FJC)
Kelly, Jack (UNF)
Kenny, Lenore T. (KDP)
Koczwanski, Gloria (PBA)
Lange, Diane E. (KDP)
Leazer, Jane R. (Alumna)
Leonard, Thomas (UNF)
Lloyd, Grann (UNF)
Lombana, Judy (UNF)
Lyon, Jennie (KDP)
Mammerella, Ray (JU)

McAleer, Nancy (R)
McCray, Curtis (UNF)
McLaughlin, Frank (UNF)
McSheehy, Kathleen (Alumna)
Mealor, David (UCF)
Milton, Fred (FDOE)
Mitchell, Robert (UNF)
Mittlestadt, James (UNF)
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Moore, Robert (UM)
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Netcher, Jack (UNF)
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Robinson, Andrew A. (FIE/UNF)
Rosario, José (FIE)
Russell, Samuel (UNF)
Scheirer, Eleanor (UNF)
Schwab, Lynne (UNF)
Sessums, T. Terrell (BOR)
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Van Nagel, Clint (UNF)
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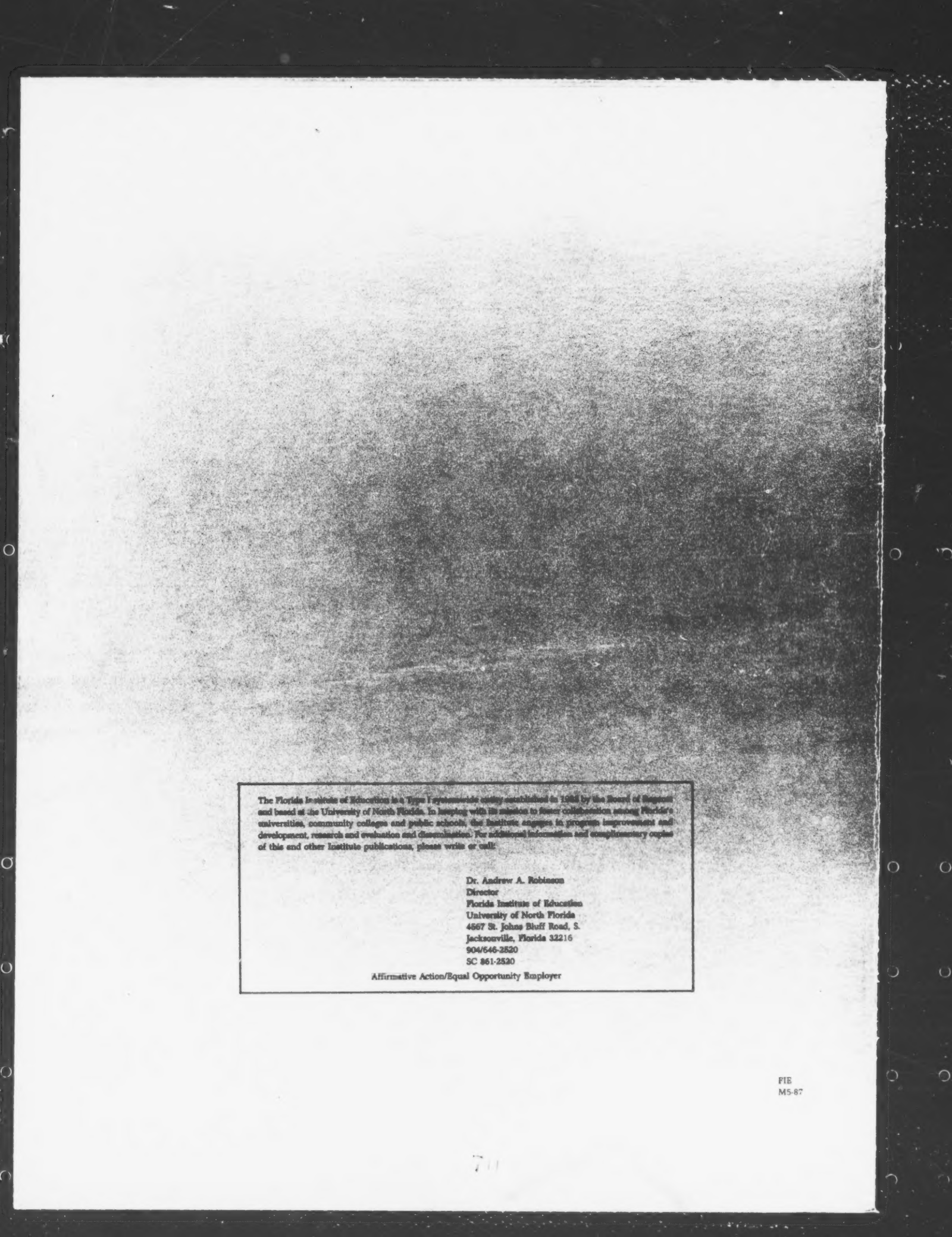
Wood, Janice (UNF)

This public document was promulgated at an annual cost of $4,013.90, or $8.03 per copy, to provide the public with information regarding student assessment in teacher education programs in the state.



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